PERSONAL



Ted Wragg

I must be the world's most reluctant complainer. If I am served cold soup in a restaurant I just close my eyes, pretend it is gazpacho, and swallow the wretched swill. I am the sort of customer school dinner supervisors pray for, cheerful sprinkling grated Alka-Seltzer over the spaghetti as if it were parmesan, just to keep the peace.

I was, however, so incensed at the *Panorama* programme "Good enough for your child?" that I actually complained vigorously to the BBC. The programme about the MSC 14 to 18 scheme was based largely on the prejudices of the clientèle of the saloon bar at the Dog and Partridge, and was the sort of stuff that gets crap a bad name.

Now don't get me wrong. I have nothing against a crowd of dilettantes, who probably think CSE is the Co-op, sounding off and pretending they are experts. After all that sort of thing happens in the House of Commons every day. A teacher-bashing show is clearly safer than their brain death programme on doctors which brought the medical establishment down on them like a ton of bricks, and more fun than 50 minutes of Wobblechops Whitelaw rabbiting on about Laura Norder. What I object to is that the programme was meant to be serious, and the people who made it were presumably paid in real greenbacks rather than given a bag of rusty washers.

The tone of the show was clear from the outset, with the presenter informing us that the Prime Minister had singled out state education as "a disaster". The sad truth of the matter is that Miss Piggy regards the whole human race as a disaster, and sees herself as a nurse ordained from above to force feed it with castor oil, but that is by the way.

Fortunately, the BBC tells me that the programme was in fact a pilot for a *Not the Panorama Programme* satirical series starring Rowan Atkinson as Richard Lindley. They have kindly provided me with a transcript for those who missed the show.

"Good evening, viewers. No less an authority than my Uncle Bert once described education as a load of old cobblers, a massive indictment by the British people of our riot-torn state schools, so let's start with cliché number one, the angry parent. Tell me Mrs Ramsbottom, your Mavis got 3 per cent in her maths mock exam, so why are you utterly furious, livid, scandalized and disgusted that she has been entered for CSE instead of O level?"

"I'm utterly furious, livid, scandalized and disgusted."

"You see viewers, parents up and down the country reject the CSE, and at this point I am going to fail to mention that grade one CSE is equivalent to O level grade C because it would spoil the fun. For those teachers wondering how many million upset and by now thoroughly misinformed parents will be hammering on their door tomorrow morning, I can only say tee bloody hee.

"Let's move on to cliché number two, the disaffected pupil. I am now going to ignore the national statistic that 98 per cent of pupils do not play truant, by pretending that most do. Tell me Darren, why have you bunked off from school to smoke, sniff glue and mug people? Would you say it's boring innit?"

"It's boring innit."

"A massive indictment by Britain's youth of all teachers, state education, progressive primary schools and CSE, whatever that is. Now I'll just show you a comical piece of film made in 1945 about the virtues of chanting Latin verbs in the grammar school, and then we'll move on to cliché number three, which is to pretend that schools do no vocational or technical education at all. Let's now argue, therefore, that kicking some of the thicker yobs out into work would solve all our ills. Tell me Wayne, you've been slicing a ton and a half of liver in this café for the last fortnight, I bet it beats school."

"It beats school."

"A massive indictment by Wayne and his fellow yobs, most of whom would prefer to slice liver rather than chant Latin verbs or whatever they do for CSE. Now let's talk to David Young of the MSC who has so much money he doesn't know what to do with it. How did you get your fantastic idea, whatever it may be?"

"Well, I was on a no-passport, duty-free Awayday trip to a Calais supermarket when I had the brilliant inspiration of going round Britain muttering "computers" or "microelectronics" for no apparent reason. Excuse me while I just pat this peasant on the head and give him my patronizing smile."

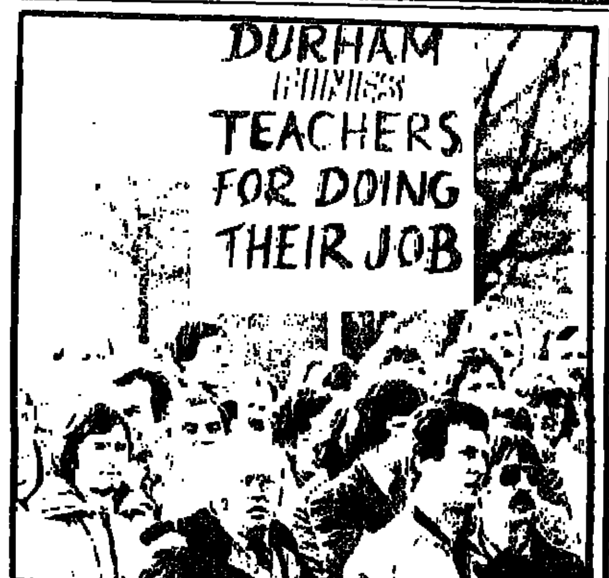
"Finally, let me turn to the Secretary of State for Education, Lord Python of Bedlam. Minister, tell me, will David Young's scheme work?"

"Work, i' faith? Calloo, Callay, oh frabjous joy. Alas poor Yorick, I knew him, Horatio. He is my friend forsooth."

"A massive indictment of who cares what by the minister himself. Next week your blinkers on the world programme gives an in-depth account of the church entitled, "The Bishops who hate God". We apologize to viewers for the occasional noise during the programme. It was Richard Dimbleby turning in his grave."

ARISTIDES

Terry's farewell is so long





Terry Casey Memorial?

With Sir Keith Joseph opening a Terry Casey Memorial Library last week (at the NAS/UWT Education Centre at Rednal) the pace of Terry Casey farewells is hotting up. My Terry Casey Retirement correspondent reports that things began pretty quietly, one year ago, at the Secondary Heads' Association conference, where tribute was paid to Mr Casey's doughty work.

Over the months glasses were raised to the retiring general secretary of the NAS/UWT at other conferences. But the first major party took place at the House of Lords four weeks ago when Lord Tom Taylor gave a dinner for education-minded MPs, peers and ex-ministers. (No prizes for guessing which ex-Secretary of State did not attend.)

The MPs then went on to a merry debate on the Assisted Places Scheme (quote from Hansard: Mr Neil Kinnock: "The Under-Secretary has had a good dinner". Dr Boyson: "I hope the Hon. Gentleman has also had a good dinner. . .").

Casey's parting shot to the NUT was less convivial. As we reported last week he wrote to Fred Jarvis, his NUT opposite number, saying the the NAS/UWT would never work with the NUT again (copy to Len Murray).

It's safe to predict that this year's Easter conferences will be awash with Terry Casey tributes. The NAS/UWT Easter conference is supposed to be his final final appearance. Meanwhile, this week Terry Casey was up in Durham.

It must have been a nostalgic visit. Durham is the place where Terry Casey won his–and his unions–spurs in the great lockout 12 years ago. Teachers there started a work to rule in protest about covering colleague's absences. The council replied with a lockout, and battle was joined.

Just across the border in Teesside there was another historic Casey engagement when Mr Joe Faye, an NAS officer, did not get the job of deputy at the Sacred Heart school.

The visit this week was something of an action replay. Terry Casey was once more addressing his striking Durham members, who were once more protesting about covering absences, and the council's response which was to dock their pay.

No doubt this will go down in the union's history as the First Terry Casey Memorial Strike.

Listening post

One hundred or more angry teachers from all over the country came to a wake at the London Institute of Education last Saturday. They were mourning the Schools Council Language for Learning project, cut down just as it was reaching maturity in the Schools Council massacre.

They represented both primary and secondary schools, and many subject disciplines. The project started in 1980, when Professor Harold Rosen from the Institute and Jean Bleach, were given £45,000 to encourage teachers to investigate the importance of talk (both teachers' and children's) in learning.

On Saturday they discussed the enormous amount of work that had been done under the project's auspices, and set up a group to make sure some of it carried on. Luckily, the project was far enough advanced for this to be possible. But as the Schools Council's Maurice Plaskow said, it takes a strong central push to get this kind of teacher-based work going.

One irony is that a common complaint in the newly-published HMI reports on secondary and tertiary education is that children are not given enough time to work out their ideas by talking about them.

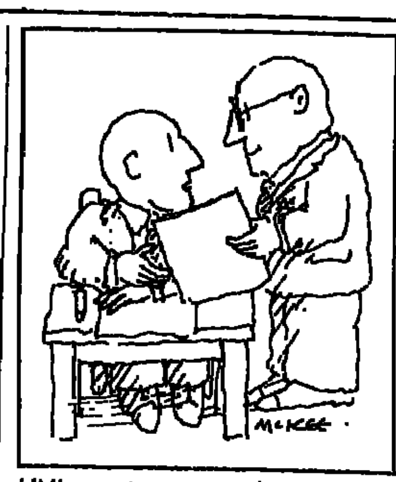
Bemused by Brentspeak

The brothers and sisters of the Left-Labour controlled London borough of Brent are really getting the bit between their teeth, if the minutes of the education committee are anything to go by.

One of their recent decisions was that "the date 1995 should be deleted from the minutes and all future documents." No reason was given. Another, on a consultation paper on patterns of secondary education, was to "delete the sentence: 'we want your views'."

They are clearly trying to keep the decisions properly collective: on one of their papers it was agreed that they should "delete 'I' and insert 'The Working Party'".

However, their enthusiasm is clearly causing some dificulties. At the last education committee meeting the council's director of legal and administrative services asked if members could give some guidance as to the relative priority they attached to the 50 or so reports they had requested from council officials.



HMI reports, reports of HMI reports, reports on reports of HMI reports. Where will it all end?

Mr Sheen's polish

Sir James Hamilton, the DES permanent secretary, should have been impressed by the neat and orderly appearance of Peterborough Technical College on his two-hour visit there on Monday.

The following memo about the visit went out to the Management Team (cc SAO: Head Caretaker: ESU) from the principal, Paddy Sheen, asking them to arrange (I quote):

a) Afternoon Tea
b) Extra Cleaning 15.30 to 16.00
c) Suggestions as to areas to be visited (avoided?!!!).

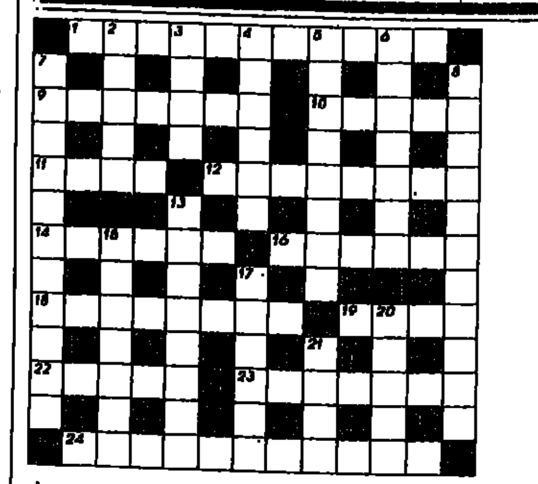
Exploitative

Feminists beware. At the Bologna Children's Book Fair the French publishers, Chancerel, shamelessly displayed the new *Collection Feminine* – a series of nine books for girls in comic strip form which are expected to sell in thousands.

The subjects are cooking, knitting, cake-making, make up, and looking after baby . . . The pictures show that they are designed to help young women to organize domestic matters for the greater comfort and pleasure of the male.

Italian, Spanish and Arabic rights have been sold, but M. Chancerel concedes that Britain and America are more difficult potential markets. He seems to think their resistance has something to do with the strip format.

No 92 CROSSWORD by Rufus



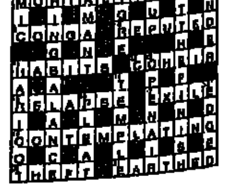
Across

1 A concentration of intelligence (4,7)
9 Having our nose put out of joint is hard to bear (7)
10 Animal arrived, then left (5)
11 Tax on goods and service (4)
12 Imposing corporal punishment (8)
14 A speaker who is skilled at splitting alternatives (6)
16 Incorrectly tagged labour-saving device (6)
18 A ticket and a drink is what many travellers need (8)
19 Fail to keep up a legend (4)
22 Patient caretaker (5)
23 Accuse the little devil of taking every one (7)
24 Arousing one's curiosity, though resenting it perhaps (11)

Down

2 Pass out of college (5)
3 Posh sort of business (4)
4 Overturns and gets into a bad temper (6)
5 Superior neighbour in the U.S. (8)
6 Charging for a sign on pottery (7)
7 It's nice to be in such a successful firm (4,7)
8 Courses in aviation (6-5)
13 Full make up? (8)
15 There's no place for him (4,3)
17 This form of cure is sometimes recommended by doctors (6)
20 Once more a profitable deal (5)
21 Turns up some hints for cooking (4)

Solution to puzzle no 91



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MARCH 18 1983 NUMBER 3481 FIRST PUBLISHED 1910 PRICE 45p

Sir Keith tries to keep new exams nuclear free

by Nick Wood

[Sir] Keith Joseph, the Education [Secret]ary, is trying to ban questions [in sch]ool science exams which touch [on p]olitical controversies raised by [such t]opics as nuclear weapons and [nucle]ar power.

[Th]e move comes just days after [the] TES exclusively reported plans [for] a CSE exam on the threat of [nucle]ar war.

[As] contained in his reply to the [first b]atch of subject guidelines for [the pro]posed new exam at 16-plus. [Sir] Keith has rejected submissions [from] HM Inspectorate and a host of [profes]sional associations, industrial-[ists] and curriculum development [bodie]s, which all argued that science [sylla]buses should emphasize the [wide]r social and economic implica[tion]s of the subject.

[Th]e response, from Sir Keith and Nicholas Edwards, the Welsh [Secre]tary, is aimed at proposals for [physi]cs but apparently extends to all [scien]ce subjects for the exam that [will r]eplace O level and CSE.

[A] letter to the joint chairmen of [the j]oint council for 16-plus national [criter]ia says: "The Secretaries of [State] acknowledge that teachers of [physic]s will need to deal with pupils' [questi]on about the social and econo[mic i]ssues which arise from the ap[plicati]on of scientific knowledge. [Howe]ver, they think it preferable to [avoid] all references to these issues [thro]ughout the statements of criteria [for ex]aminations at 16-plus.

[Th]ey believe that any such refer[ence] might encourage boards to set [exam]ination questions which could [be an]swered with little or no know[ledge] of physics . . . and might [make] it difficult to avoid tendentiousness in the teaching of science subjects. In the opinion of the Secretaries of State, these risks, however slight, are best avoided.

"They would certainly be unwilling to approve the joint council's recent amendments of the draft statement, since these would appear to *require* examining boards to allocate a percentage of total marks to questions about social and economic issues, in physics as in other science subjects."

The joint council's proposals for physics, drawn up in consultation with teachers and national bodies, including the CBI, the Association for Science Education, HMI and the Institute of Physics, specifically embraced the wider implications of the subject.

In a detailed reply, Sir Keith also wants a compulsory practical exam for all physics candidates, more emphasis on the technological aspects of the subject such as microelectronics, more marks given to scientific methods at the expense of knowledge, recall and understanding, and an unequivocal commitment to a range of exam papers graded according to difficulty.

Sources close to the council could scarcely conceal their dismay. One said the measure would put the whole project back two years if he took a similarly tough line with other subjects.

But the official statement, released this week, was diplomatically couched: "Sir Keith Joseph's letter to the two joint chairmen raises several major questions of principle, procedure and cost for the joint council and the exam boards."

L.e.a.s. are poised to offer 4.9% on pay

by Richard Garner

Local education authorities are expected to offer teachers a 4.9 per cent rise – £7.80 a week on average – when salary negotiations resume next Friday.

The management side acknowledges privately that it is likely to be strongly influenced by the size of the impending teachers' pay settlement in Scotland, where the unions and employers are haggling over 0.1 per cent (£8 a year on the average Scottish salary). The employers have offered 4.9 per cent but the unions have said they will not settle for less than 5 per cent.

A 5 per cent award would increase the average annual salary of a teacher in England and Wales from £8,132 to £8,539.

Teachers on the bottom rung of the pay ladder, who currently earn £4,932 a year, would receive an extra £247, or £5.74p a week. Head teachers earning the highest salaries would find their pay increasing from £20,793 a year to £21,842 – a rise of just over £20 a week.

● The further education Burnham management panel met the unions this week in the first round of what are expected to be protracted negotiations to settle this year's pay claim, *Diane Spencer writes.*

The 73,000-strong college lecturers' union, NATFHE, is claiming £280 plus 12 per cent. This would increase the salary of a lecturer on the top of the L2 scale from £10,173 to £11,707.

How Kathy blossomed in China

Meet Kathy Flower, the most famous teacher in the world. For her classroom was the People's Republic of China – all of it – and her students numbered anything up to 150 million, all slavish scholars of the English language.

Kathy, 31, was sent to China by the British Council to provide foreign expertise to the country's Television University. While she was there China bought the BBC's series, *Follow Me*. She was the obvious choice to adapt and present these programmes.

The programme was a smash hit, with crowds gathering around the country's 20 million screens, in factories and on communes, at peak viewing time, carefully mouthing each sequence.

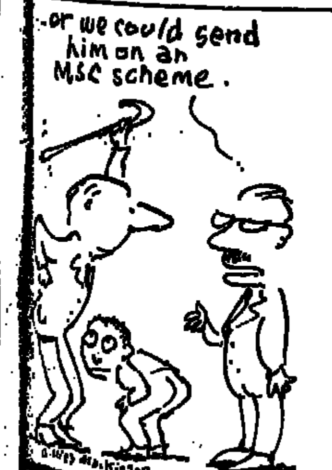
During the day students practised what they had learned. "You would hear two people on a bus or a park bench, or one person with a tape recorder practising the dialogues from the programmes," Kathy said. "There's no equivalent in Britain. It's like *ET*, or disco-dancing."

Kathy rapidly became famous in Peking. "Hello, Flower," students would greet her

Now Kathy has returned to Britain to help produce the follow-up series to *Follow Me*. But she has not left all her fame behind in China. Viewers in this country saw her cycling around Peking in a documentary about the BBC World Service.

Hilary Wilce





NUT drive against the cane

A campaign for the abolition of corporal punishment is to be launched by the National Union of Teachers just before its annual conference in Jersey this Easter.

It will be the first time a teachers' organization has launched a major anti-corporal punishment initiative in Britain and stems from the decision taken at last year's annual conference.

Since then a working party, set up by the union's executive, has been looking into corporal punishment and its findings are expected to be published in the next few weeks.

However, a hint of the findings is given this week in the union's annual report, which says the NUT will campaign for corporal punishment to be abolished and be replaced with "more acceptable forms of sanctions".

The working party found that many l.e.a.s had successfully concluded negotiations with their teachers about the phasing out of corporal punishment.

The NUT's annual report says that the union has already asked Sir Keith Joseph, the Education Secretary, to bring in a ban. He is seeking legal advice on the topic.

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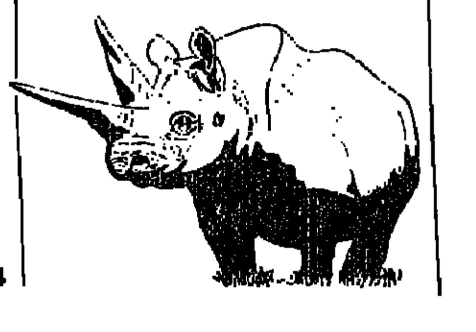
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TIMES PAST — THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Sir Keith strikes back

As it is some years now since *The TES* first advocated the creation of a development fund in the Department of Education, formed by retaining a small fraction of the Rate Support Grant for distribution, centrally, on a project-by-project basis, we must welcome the decision about "Education Support Grants" announced by Sir Keith Joseph on Tuesday.

Legislation will be needed. What the Government is now doing is giving notice of its intention to introduce such legislation soon after the next general election. Presumably this means during 1984 so that the first programme arising from it will not come till 1985.

Compared with the kind of timetable we have become used to from the Manpower Services Commission, this is leisurely enough in all conscience. Yet even now, the instant reaction of an important section of the local authority world is to complain that the sudden announcement of a *fait accompli* has by-passed the consultation to which the l.e.a.s are entitled, and thereby cut out some of the time-hallowed opportunities for obfuscation and delay.

It is important to note how this proposal differs from that put forward during the last year of the Callaghan Government by Mrs Shirley Williams. As advanced by Mrs Williams and her advisers in 1978–79, specific grants were to provide a substantial element in education funding. The talk was of sums running into hundreds of million. In-service training was one of the candidates for funding on a large scale, but once the list was open it was difficult to see where it might end. Sir Keith's scheme is much more modest, more closely circumscribed. By fixing the ceiling at one-half per cent of present l.e.a. spending – about £50 million – and the maximum duration of any grant (normally) at five years, Sir Keith is defining a limited, pump-priming, development fund. There will be a determined effort to set out the priorities which will guide the distribution of the money. These will change from time to time and, being incorporated in regulations which would have to be laid before Parliament, they would be open to debate in the House of Commons and regular scrutiny by the select committee.

There is a great deal of difference between giving the Secretary of State a small development fund and conferring on him large and loosely defined powers to make specific grants. The housemaid's baby argument need not apply: it will only apply if Parliament at some future stage decides to make it.

This might well happen if local government finance as a whole continues to lurch from one crisis to another, but if it does, it will be the failure to provide an effective system of funding local services, including education, which precipitates more improvisation, not the decision to introduce Education Support Grants.

It will certainly be extremely important to watch out for and resist any signs of the l.e.a.s' own powers of initiative being stifled by the availability of ear-marked funds from the DES. Logically there will be reason to expect this to be a danger. Given the stringent restraints on local spending over the past five years, local innovation has not been conspicuous in recent times. It is hardly realistic to suggest that taking one-half of 1 per cent out of RSG is going to make much difference to the propensity for local development: the percentage of local spending covered by the block grant already varies by more than this from year to year. But psychologically it will be important. L.e.a.s will tend to gear their own developmental ideas to the DES programme, and to their success or failure in the bidding which the DES will invite when announcing plans for ESG.

There is no doubt, therefore, that this represents an important structural change and the l.e.a.s will be right to conclude that it means more power of initiative to the centre and less to the local authorities. The DES will now, for the first time, have a general development function: senior DES officials will now, for the first time, have to think ahead and help the Secretary of State to give the kind of lead which the authors of the 1944 Education Act always imagined he would give. It will – or should – have dynamic consequences at Elizabeth House. It will make it even more important to broaden the range of experience and expertise among the assistant secretaries and under secretaries in the DES, and make it easier for high-powered CEOs and heads to move in and out of the top echelons of policy-making. (In rather different circumstances, Mr Young and his colleagues at the MSC have earned considerable credit by the quality of the steering board they have assembled for the NTVEI. The DES cannot afford to be any less sensitive.)

All the arguments against giving the DES the power to make specific grants break down on the specific grant-making powers of the MSC and the Department of Industry. It is, frankly, absurd to have education innovation sponsored by Employment and Industry but not by the one Government department with any direct responsibility for education. A measure of the absurdity has been the DES's need, in the past, to use the MSC as a conduit pipe for channelling funds which it was unable to distribute directly. If the DES were to continue to be kept on the sidelines while everybody else tried to get into the game, policy would be distorted even more than it already has been by the free-booting activities of the MSC. The stage is now clearly set for the DES to take back some initiative by, for example, taking over the NTVEI at a not too distant date.

Second opinion

Stop the p... or pump out mor...

Last October, Catherine ... ham of the Publishers ... produced a paper wh... that the revenue fro... book sales in Britain h... 38 per cent during the ... to 1981. She called for ... sures to stop the rot. T... Book League has sinc... one of Ms Gunningha... tions and is setting up ... Books Action Group ... NBL's Martyn Goff as a ... man. On Monday the Bo... ing Council launched a ... try-wide promotion, "... World of Picture Books" ... week *The Times* devo... page to Ms Gunningha... and its aftermath. A dum... ity which, given the pau... vatism of the publish... might be construed as pa...

The original paper was enough. Ms Gunningham ... that the Action Comm... er the reasons for the ... sales (the low birthrate, ... sion educational and ... improve marketing meth... the availability of inform... books to parents, teache... dents, and consider ... damental purposes of mak...

Monday's *Times* goes on ... red herring by referring ... of 265 bestsellers provided ... for Students, the biggest ... school bookshops, and ... this with a similar list ... National Book League (C... Children's Books, in order ... a discrepancy between ... favourites and the book ... would like them to read. ... it appears, choose *ET* for ... *The Even More Awful Bo... Grange Hill* and other ... spin-offs, whereas parents ... *Fungus the Bogeyman*, ... *Book, Warlock on Firetop ...* and Roald Dahl. Are ... meant to believe that no ... had a hand in choosing ... list? It contains books which ... much criticism from adult ... they were published. If the ... list had been headed by C... or William Mayne there ... been a perceptible divide ...

Certainly, many child ... choices are based on televis... ilarity, the appeal of ... simple lack of information ... are bewildered by choice. ... seem like a friend in the wil...

What's to be done? The ... important issue for an educa... is not saving publishers' ... ensuring that books – quality ... and reading through which ... develop their own language ... discrimination, taste, indepe... thought – should get on to ... and into homes. The book ... despite the so-called threat ... computer, a uniquely con... source of information and ... able as a means of sharing ... the workings of another's ... tion.

The place to begin ... training. How many ... teachers have the least ... children's literature when th... college? Children will be ... books given the right intro... book still represents good ... Children's books produced ... country are among the best ... world. It would be a shame ... allowed publishers to run ... speration to producing noth... than television spin-offs. ... part, publishers should see ... opportunities to cooperate ... and college initiatives. Teac... a potent force in forming ... so, still, is the teacher.

Heather ...

NEWS

Brent ready with plan to guide parents' access to pupil records

by Sarah Bayliss

Labour-controlled London ... ough of Brent looks set to be the ... authority to make pupil records ... primary and secondary schools ... available to parents.

Students over 18 will have the ... to see their own records and ... have to give permission if their ... parents want to look at them.

Under the plan which is due to be ... into effect from next September, ... pupil records will be available by ... special appointment at a school pa... rents' evening.

Mr Bryan Stark, chairman of ... Brent's education committee, said ... full access to pupil records had ... been included in the past two man... festoes of Brent's Labour group. A ... working party had been set up last ... year and after two meetings the ... parents, teachers and officers were ... in broad agreement.

Brent has earmarked £6,000 for ... newly-designed record cards to re... place the existing cards which ... schools hold. It would be unfair to ... transfer cards public which had hitherto ... been confidential, said Mr Stark.

From next September teachers ... would begin transferring information ... onto the new cards.

Brent's decision means it has ... gone further than the Inner London ... Education Authority, which ... pioneered open access to primary ... pupils records. However, secondary ... school records in ILEA are still con... fidential and primary schools are ... committed to keep private notes on a ... child in addition to the public re... cords.

Mr Stark did not believe that an alternative system of private notes would be set up in schools once the records went public. But medical and social work notes would have to remain confidential since the professionals concerned had not agreed to the policy.

Mr Malcolm Horne, an executive member of the National Union of Teachers and a deputy head in Brent, said some of the details of the scheme's workings still had to be agreed but there was broad agreement. He claimed that it was the education authority, rather than the teaching profession, which had kept records confidential until now.

"We are not against parents having access to records so long as it is recognized that it will take time for teachers to get the new cards written up and in working order."

● Publication of an important policy initiative by the NUT – stemming from a working party set up to look into the keeping of confidential school records – is likely to be delayed until the early summer.

However, the working party is expected to produce a policy statement outlining the educational advantages of keeping such records.

"The aim is to dispel problems and suspicions which have arisen through bad practice and to produce a set of guidelines which will encourage members to keep records," says the NUT executive's annual report.



Counter spies: two 12-year-olds using an abacus during a re-creation of a Victorian classroom at Springfield School Sheffield this week. The event, along with exhibitions, computer courses, drama, and other activities were held at schools throughout the city as part of Sheffield Education Week.

Youth reform campaign

A campaign to mobilize support for the wide-ranging reform of youth provision is being waged by the chairman of the government committe that has recommended it.

The Education Secretary has poured cold water on proposals for legislation and other government action made by the Thompson Committee which reported to him last year. But Mr Alan Thompson, the retired DES official who headed the review, is touring the country telling youth organizations, local education authorities, and universities they can get Sir Keith Joseph to change his mind.

Sir Keith made it plain at a Commons Select Committee on Education hearing last month that he did not care for the report's key recommendations that local authorities should have a statutory responsibility for coordinating youth provision, and that there should be a Youth Affairs Minister and a national advisory body to handle youth matters for the country as a whole.

But Mr Thompson has been telling youth organizations that Sir Keith has not yet properly understood the report, and can be made to see the light. Most of the organizations have been encouraged as a result to reply strongly to a formal DES request for their views on the report.

The Association of County Councils and the Association of Metropolitan Authorities are preparing to tell Sir Keith that they strongly favour the main Thompson recommendations.

COMMENT

To the barricades

The first paper to land on the Secondary Examinations Council when it gets down to work after Easter will be Sir Keith Joseph's comments on the proposed criteria for 16-plus examinations in physics.

Sir Keith has started the way he means to go on. He has in effect, sent the Joint Council of GCE and CSE Boards back to do their homework all over again, urging them to give more weight to the assessment of candidates' understanding of technological and other applications of physics, and to make the assessment of practical and experimental skills in the laboratory a compulsory element in the exam.

Many people will go along with him on both these points (while noting that many secondary schools are inadequately equipped for laboratory work). Why he should choose to give his judgment on these points categorically in advance of the SEC is less clear.

Where Sir Keith has gone farther out on a limb is in his total rejection of anything which suggests that the study of physics should include any consideration of the social and economic issues which arise from the application of scientific knowledge. Thus, while he insists that pupils must learn about the technological applications, he believes they must be rigorously steered away from the interesting questions of value, morality and expediency, of which (it is to be hoped) scientists have become increasingly aware.

Quite obviously what Sir Keith is worried about is the risk that left-wing sociologists will move in on pupils, in particular those who have difficulty in tackling the 'hard' stuff, and make a seditious soft option out of lead pollution or nuclear weapons.

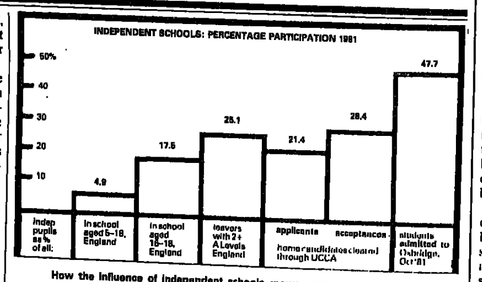
He may be right, or he may be wrong – at first sight he looks a good deal more wrong than right – but what is certain is that it must be wrong for the Secretary of State or any other politician to decide this issue even if he is legally empowered to do so.

Sir Keith is opening the door for a redefinition of the physics criteria every time there is a change of government.

It is very important that the point at issue should be clarified and isolated. The criteria exercise undoubtedly assumes that the Secretary of State should play an important part. But by coming out so clearly on an ideological point, Sir Keith has called the whole process into question, breaking the conventions and understandings which have applied hitherto, and politicizing a range of educational issues which have not been politicized before. He seems to be substituting his own private judgment for that of the professional opinion represented in the exam boards and rejecting the consistent advice of HMI Inspectorate.

It is quite imperative that this should be resisted by the local authorities, the teachers, Parliament, and that catch-all group beloved of leader-writers known as "all right-thinking men and women". Sir Keith is quite simply out of order.

It looks, therefore, as if Sir Wilfred Cockcroft and his team of worthies are going to have to plunge in at the deep end. If they don't take issue on this, they are dead. And so, by the same token, are the exam boards. The last thing they must do now is censor themselves to guard against infringing Sir Keith's delicate political sensibilities.



How the influence of independent schools grows across the system

One in twenty or one in two?

The argument about how Oxford and Cambridge colleges should manage their admissions procedure (page 17), rises and falls in intensity according to some unpredictable rhythm of its own. Currently it is in one of its more insistent phases. Yet another Oxford committee is searching for the final solution: Cambridge looks on with hawk-like attention in case some radical (or reactionary) stroke of genius Oxford should suddenly sweep the board for the dark blues. The other universities watch from afar, ready on the instant to cry foul at anything which threatens to upset the UCCA routines, which have by now acquired the towering virtues of familiarity and convenience.

The whole exercise is being conducted with a clear eye to the welfare, first, of the colleges and their chances of garnering the best candidates, second, of the other universities because they must not be so offended as to exclude Oxbridge from UCCA, and only third, and a long way last, the candidates.

It seems a timely week to dig out the figures by which the significance of the independent schools in the education system as a whole can be assessed. The graph shows the progressive steps by which the 5 per cent of the primary and secondary school population who go to independent schools turn into the 21 per cent of home university candidates, the 28 per cent of accepted university entrants and the 48 per cent of Oxbridge admissions. It is less easy to establish which other universities besides Oxbridge have independent school entries which are well above average – LSE with 31 per cent is one; but others like Durham and Bristol either don't know or act coy.

... no comment

"Many pupils found it difficult to engage in a simple conversation with HMI."

HMI report on a Sheffield comprehensive.

SEA to lead votes push

... to highlight education as a key ... in marginal constituencies at ... next election have been approved ... Labour's education front ben... ... They will appear alongside ... chers and local government ... ducation politicians at a series of ... rallies all over the country, *Mark ... ture writes.*

The campaign will be run not by ... ther's electoral machine in the ... bureaucracies but by the Socialist ... ucation Association, an auton... ... organisation to which many ... the party's leading educationists ... belong. It will be the first time that ... SEA has intervened as a separate ... body in an election.

Until recently the association has ... been a small specialist society of ... teachers which concentrated on in... ... fluencing Labour's policy behind the ... scenes. It is widely credited with ... having converted the party to the ... principle of comprehensive secon... dary schooling and more recently ... has been instrumental in pushing ... tertiary colleges.

The association has persuaded ... Labour's leaders that dissatisfaction ... among parents with the Govern... ment's treatment of education is ... potentially an important vote ... winner.

Mr Graham Lane, general secret... tary, says that the association has ... quadrupled its membership and that ... school governors and local education ... committee members have been ... standing.

The SEA campaign will begin with ... rallies in Tory strongholds before ... switching to concentrate on the mar... ginals.

Labour backtracks on ending Church schools

by Bert Lodge

Four days after publishing a public document calling for an end to Church schools, Liverpool Labour Party last week issued a statement which took a more moderate line.

The Liverpool document was written by Mr Dominic Brady, Labour spokesman on education, and himself a Catholic.

It says: "The Liverpool Labour Party would like to see an end to the division of schools by religion. . . . Ideally, we would have wanted an integrated system, especially as the Roman Catholic community is working class.

"Ecumenical schools in some estates would have been a major benefit to the city. This does not appear feasible, although Labour will enter discussion with Roman Catholic authorities and parents on this matter."

The document reaffirms that the district Labour party will "campaign for changes in the structure of voluntary aided schools". At the same time: "We will make provision for parents to request instruction in any faith within the state system."

Mr Brady, who was away on a course this week, is also reported as saying that if Church schools refused to cooperate consideration would be given to restricting their finance. And legal action would be explored if necessary.

But last Friday, four days after the policy document was published in local newspapers, the city Labour party issued a statement giving "categorial assurance that no closure of Roman Catholic or Church of England schools would take place against the wishes of the religious community.

Liverpool has well over 100 Catholic schools and about 20 Anglican. Although Labour has a majority on the council, it does not have an overall majority and has refused to take control. Elections are due in May.

Mr John Hamilton, Labour leader on the council, said this week the document was approved at a policy meeting in preparation for the coming elections. "It was never debated. It was not a contentious issue," he said.

A blunder causing a row of this nature in a city like Liverpool comes as an embarrassment to Mr Neil Kinnock, the Shadow Education Secretary, who had always stressed that Labour has no policy which threatens Church schools.

Last year he was compelled to distance Labour from a discussion document produced by the Socialist Education Association proposing voluntary aided schools should lose all special rights except that of determining religious education.

In 1980 a Greater London Labour Party policy document on education was seen as a threat to Church schools until a disclaimer was issued.

Meanwhile two Liverpool MPs, Mr David Alton, (Liberal, Edge Hill and Mr Malcolm Thornton, (Conservative,) along with Mrs Shirley Williams, SDP for nearby Crosby, and Mr Alan Beith, Liberal spokesman on education, tabled motion in the Commons condemning the proposals as disruptive and damaging, contrary to the 1944 Education Act and "further evidence of the extreme position of the Labour party in Liverpool."

NEW (published March 1983)

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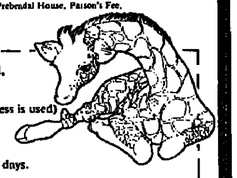
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PLATFORM



John Robinson (left) considers two options of cable network expansion and warns that we must speak now if we want a coordinated system.

Cable twists: short-term gain or long-term vision

Many people who talk about the expansion of cable present it as a highly complex question, with tricky cross-currents muddying the stream. In fact, the basic question it poses is simple – which does not mean the answer is easy to achieve, but just that the issue can be put in simple terms.

It is: Do we want a national/local system of electronic communication, for personal, industrial, social and community use, so we can flourish as a society amid the technologies of the early twenty-first century? Or do we want a few selected urban areas to have a wider choice of home movies and similar entertainment, with a bit of local news thrown in?

If we choose the former, it means a national development plan for cable technology, as France and West Germany have already virtually decided, with national coordination of installation and operation, and with adequate resources and training support for local involvement.

If we choose the latter, we can leave it to the entrepreneurs to provide a scatter of local systems, geared to short-term financial return. The entrepreneurs will not provide a national network and a national plan is not necessary for a scatter of local provision.

That is what the cable debate is all about, and it is not a complex question. If we call the options Choice A and Choice B, many people would be satisfied with Choice B, a modest extension of television entertainment, (though unevenly available according to where we live. But many of us would prefer to consider long-term and universal needs, as the tradition of public service (with all its faults) has normally done. And that means Choice A.

If we do believe that, we shall have to say so loudly and clearly. The most interesting question for the Government will be how far it has moved in the direction of Choice A from the proposals so far made by Ministers and from the terms of reference implied in Lord Hunt's inquiry.

There were signs of a definite movement during the autumn, not least in the Home Secretary's statement in the Commons on December 2. But there are also still alarming signs that we shall get a patched up version of Choice B. And that means it will be much more difficult to move towards a national system. Once again we shall be bogged down with an obsolescent technology while our European neighbours are planning for the future.

In that case, all the recommendations about franchise criteria, "must carry" clauses, non-exclusive rights, community access and electronic locks will be important, but quite *secondary* considerations. We shall have an out-of-date system geared to privileged areas of the country only.

If we wish to campaign for a national system, we must insist on three important requirements of any cable expansion:

1 That it be available to as many people as possible, reaching them by planned stages, in Devon and Cornwall and Norfolk and Cumbria, in the Scottish highlands and outlying islands, in mid-Wales and Northern Ireland, as well as in London and Glasgow and Birmingham. This would be following the customary policy of broadcasting in this country.

2 That it carry as many channels as possible and have access to all possible sources of information, so that it can be used for domestic and business information, for research and education, and community education, as well as for news and entertainment.

3 That it be as interactive as possible, at every individual terminal, to encourage participation rather than passivity.

These requirements mean a national authority, to coordinate development and minimize costs, and a fibre-optic system to provide the optimum facilities. It should provide scope for genuine local diversity, with widespread personal and social access, as Raymond Williams and Richard Hoggart and other writers have argued; and the best guarantee of such diversity is a national network of local systems, using the most advanced wide-band interactive technology.

It has been objected that we cannot afford such a system. In that case we should not go ahead until we can afford it. What we should not do is to clog up the works with a half-baked mix of co-axial cables which will make it much more difficult to develop a proper system later on.

And national coordination and fibre-optic technology are two areas in which we have particular expertise in Britain, in which we are probably world leaders. It would be the height of stupidity to cripple these talents for a few short-term gains.

So what has caused this basically simple question to appear as such a complex one? Paradoxically, it is because the debate has been focused on one band of the spectrum of cable potential: its use for an extension of *television broadcasting*, and particularly of *television entertainment*. It has been assumed in most official statements that any likely development would be "entertainment-led". That was certainly accepted by the Hunt committee.

It is true that a case can be made for greater choice in television entertainment, particularly for groups in the community whose first language and culture is not English and for those who have specialized cultural interests. But there is widespread evidence that these special needs are being largely met by the home video industry; and that provision will become cheaper and more accessible with the growing availability of video discs.

There is no great enthusiasm among the specialist entertainment providers to press for the provision of cable systems as well. The great entertainment-led boom in cable broadcasting is already looking more like a South Sea Bubble. And it is not looking very healthy in North America either.

It was a strange approach in the first place, as Anthony Smith pointed out at a recent cable conference. It was rather like saying we would allocate our entire national stocks of paper to Fleet Street and the paperback industry. No paper for personal records or private letters; for industrial or commercial use; for education or social services; for local government, voluntary bodies or community activities. To use up cable systems mainly for packaged news and entertainment would be substantially to prevent its use for all these other vital purposes. What a grotesque waste of technology.

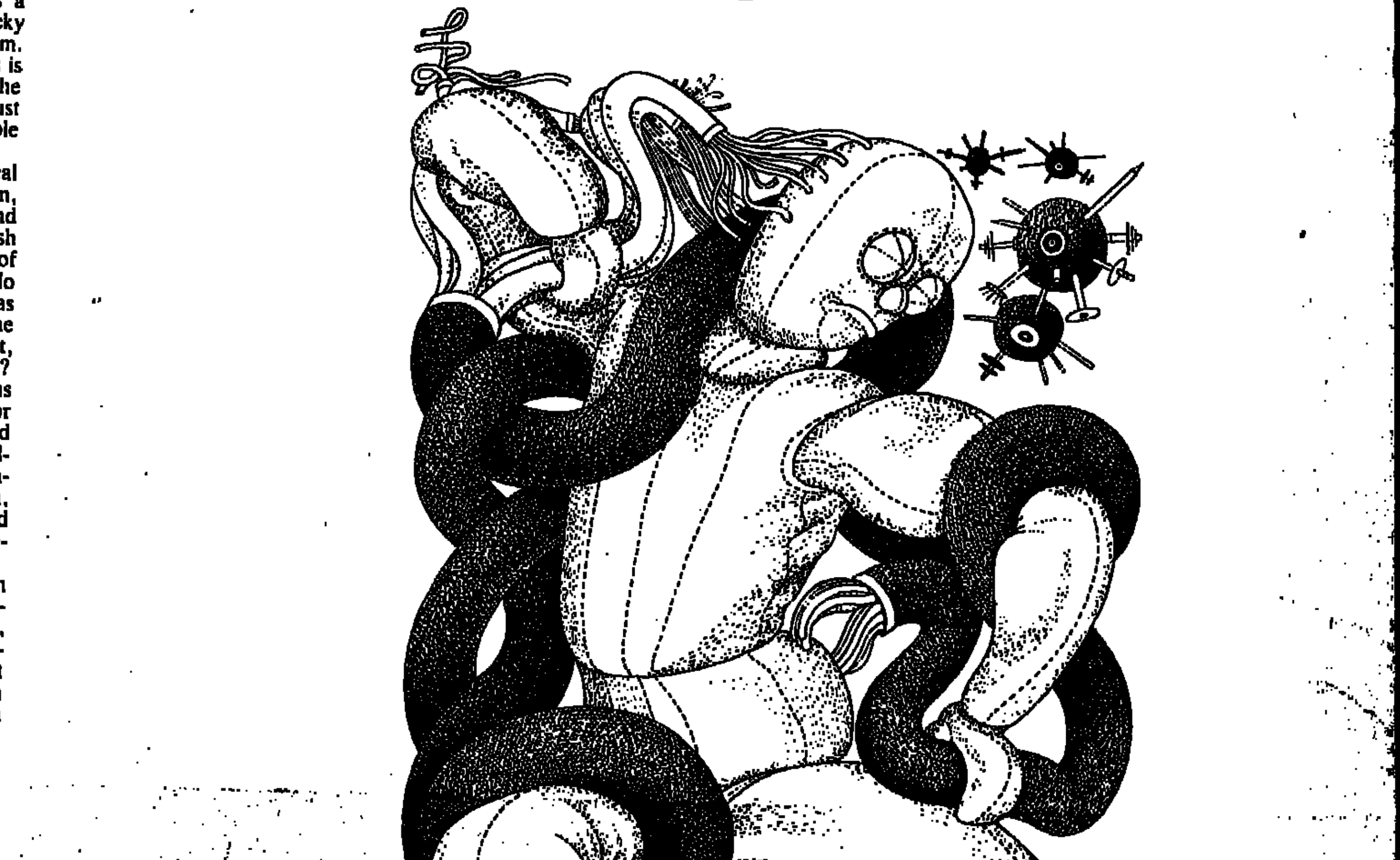
The particular value of an interactive cable system for educational and training purposes was clearly stated by the Council for Educational Technology in its evidence to the Hunt inquiry:

"As the report of the Information Technology Advisory Panel states in paragraph 2.10, the increased bandwidth available in a cable system will allow the interc[illegible] computer programmes [illegible] terial, mailbox facilities [illegible] text transmission and [illegible] facilities. All these will [illegible] dents learning at home or at [illegible] but can be provided only [illegible] terminal connexions to the [illegible] cable system are wide-band [illegible] council, therefore, contends [illegible] rapid introduction of a [illegible] cable network could prof[illegible] fluence for the better educ[illegible] training arrangements [illegible] country."

As Rex Malik wrote in *The [illegible]ner* of December 2, "The [illegible] tion has been on televis[illegible] cabling Britain is about [illegible] than that." Once the issue [illegible] ified in this way, the question [illegible] its does appear much simple[illegible] we shall have to go on say[illegible] very clearly, for there are [illegible] influence who are keen to [illegible] issue, for the sake of [illegible] gain rather than long-term [illegible]

John Robinson was [illegible] Secretary at the BBC [illegible] 1970s and his book on bro[illegible] and adult learning, Learn[illegible] The Air, has recently [illegible]lished.

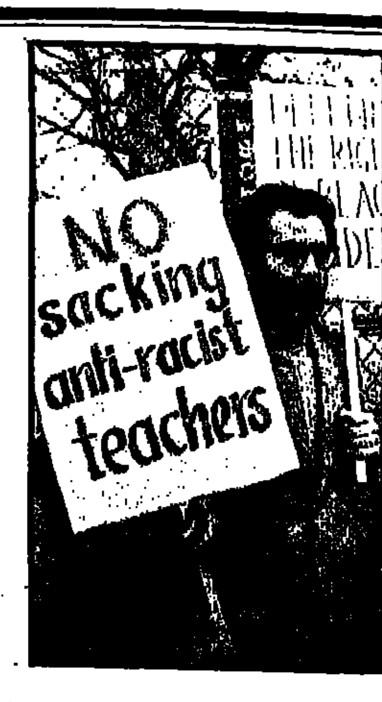
DALEY



NEWS

[N]ick Wood reports [o]n the wider [i]mplications [o]f the [R]einstate Lionel [V]ida campaign

[I]LEA's [r]ace [p]olicy on [t]he line



[Mo]re than one man's future is at [sta]ke next Tuesday when the case of [Mr] Lionel Vida comes before a full [me]eting of the education committee [of] the Inner London Education Au[tho]rity.

[S]upporters of Indian-born Mr [Vi]da plan to picket the meeting. Mr [Vi]da walked out of his job as a [so]cial studies teacher at Catford [Bo]ys' School in south London, in [pro]test against alleged recial harass[me]nt of himself and black pupils.

[A] tribunal subsequently recom[me]nded that he be sacked. But the [IL]EA schools subcommittee later [ov]erturned this and substituted a [rep]rimand.

[T]he Reinstate Lionel Vida Cam[pa]ign, orchestrated by the National [Co]nvention of Black Teachers, has [fir]ed off a string of polemical leaf[let]s on his behalf, collected some [2,]200 signatures of support, orga[nize]d public meetings in the [Le]wisham area and bombarded au[th]ority members with letters oppos[ing] his dismissal.

But they are fighting for more [th]an Mr Vida's reinstatement. His [ca]se is seen as a test of the author[it]y's much-publicized £1m campaign [to] stamp out racial discrimination in [L]ondon schools.

It is easy to understand why. Mr [Vi]da has consistently claimed that [hi]s sole "crime" has been to fight [rac]ism among the Catford staff. For [thi]s, he says, he has been found [gu]ilty of "misconduct and indiscip[line] on a number of trumped up [cha]rges". In other words, he claims [he has] been penalized for trying to [put in]to practice the authority's [policy].

Mr Vida's commitment to the [cause] of fighting racial discrimina[tion th]ere can be no doubt, though [some w]ill question his methods. He [was an a]ctive member of Catford's [multic]ultural education working par[ty, and] presenting it with lengthy [reports] on how the public examina[tion s]ystem and school policy work [ag]ainst black pupils.

The second report "Institutional [racism]: exclusion, suspension and [expu]lsion," presented to the work[ing] party three months before his [wa]lk-out, is a savage attack on the [wa]y schools treat black children. It [clai]ms that Catford, in common [with] other London schools, victi[mize]s blacks by banishing them [fro]m the premises in disproportion[ate n]umbers. (In Catford's case, this [was s]ubsequently refuted by Mr [Bo]las, the headmaster, as the [wor]king party's minutes show.)

[T]he polemical tone can be gauged [fro]m this extract: "It is the specific [an]d deliberate attempt by educa[tion]al policy-makers at all levels of [sch]ooling to do one or a combina[tion] of the following: discriminate, [intim]idate, harass, prejudice, [...]ate, smear, destructively attack, [vic]timize, white-wash, punish, ac[cuse], provoke, disrupt, detain, [...]mize, hypocracize, evade, [...] "Cover-up", and many other [...]ns central to blocking and di[...]ing the success of all school [st]udents.

"Not least in the formidable list [of] cleverly-manoeuvred tactics is the [par]ticularly destructive strategy, the [thr]ee-pronged spear of exclusion, [sus]pension and expulsion."

He also organized an after-school reggae club and a dance in aid of the victims of the "New Cross Massacre" (less tendentiously known as the Deptford house fire) both of which brought him into conflict with senior staff at Catford.

After the school-keeper complained about boys roaming unchecked through the school buildings, Mr Bolas brought in new rules for the running of all school clubs. Mr Vida said he had been "forced" to close the club. He also protested about teachers expelling "gate crashers" at the dance which ended in a general melee with the police being called.

Mr Vida's anti-racist credentials and the wider implications of his case were summed up by his supporters in one of the leaflets they have been distributiong in the area.

"Lionel Vida is a committed anti-racist teacher who has attempted to implement the anti-racist policies of the ILEA since 1979. He has defended black and working class students against the racist denial of their rights to a decent education. This work has been conducted in the classrooms, on school premises, in working parties and committees, at social events, on the streets, in youth clubs, at union meetings and conferences, as well as at police stations, in court and at detention centres. His anti-racist work as a teacher has been repeatedly attacked again and again by racist authorities. He has faced inquisitions and interrogation at no less than six different kangaroo courts (ILEA disciplinary hearings) from February 1982 to November 1982."

When the recommendation of the ILEA disciplinary tribunal for Mr Vida's dismissal was discussed at last month's meeting of schools subcommittee, chaired by Mrs Frances Morrell, voting was on strict party lines. The majority threw out the recommended dismissal and ruled that Mr Vida be merely reprimanded and kept on full pay while another job was found for him. It is this which now goes to the full education committee on Tuesday.

The schools subcommittee decision infuriated the minority Tory group. They believe Mr Vida was spared for purely political reasons because Labour would find it highly embarrassing to dismiss him when he says his only offence is to take on the "racists" at Catford.

"It appears that if a black member of staff transgresses against the staff code he is less likely to be dismissed than if he were white," Professor David Smith, Tory leader on the authority, said.

Professor Smith believes that ILEA should stand by the decision of its five-member disciplinary tribunal which last November found Mr Vida guilty on four counts of misconduct, one count of serious misconduct and one count of gross misconduct.

Contrary to the impression created by his supporters, the schools subcommittee did not totally exonerate Mr Vida. Finding that "The punishment did not fit the crime", to quote one source, it substituted a reprimand with the prospect of reinstatement (though not at Catford) for dismissal.

NUT tough stand on staff injured at cuts-hit schools

by Richard Garner

Cuts in education spending have led to more accidents and injuries to teachers and pupils in their schools, the National Union of Teachers, says in a report.

The cutback in resources – which has included the withholding of financial provision for the repair and improvement of schools – has greatly increased health and safety risks facing teachers, the report says. It pledges full legal support for any member pursuing a claim for damages from a local education authority following injury.

During 1982, NUT staff took 115 cases of teachers suffering injuries in the school to court, winning damages ranging from £150 to more than £10,000.

The figure represents a rise on previous year. The union's legal department has seen a steady upward trend in the number of accidents in schools during the past few years, since education cuts began to bite.

Cases include one involving a teacher who was seriously injured when the staff toilet collapsed, and two of water weakening a classroom ceiling causing it to fall in. In addition, accidents resulted form defective window sashes, a venetian blind collapsing and a water heater exploding.

Injuries ranged from bruising, where teachers received awards of between £150 and £200 – to more serious accidents which in some cases have led to awards of up to five figures sums.

The legal department stresses that the 115 cases taken to court were not just accidents in the sense they were unavoidable, but happened because of some degree of negligence by local education authorities, ie failing to repair or maintain school equipment or buildings.

In one of the worst cases, a teacher was awarded £7,000 damages after suffering a spinal fracture when falling on a slippery floor – which had been the subject of several previous complaints. In one case where a toilet collapsed, a teacher had to undergo an emergency operation and was off work for several weeks.

Call for industry links

Education chiefs are being urged by Sir Keith Joseph, Education Secretary, to improve links between school and industry.

In an unusual move, he has written to chief education officers recommending that they should give a member of their staff full-time responsibility for fostering school/industry links.

Sir Keith's initiative stems from recommendations of the Cooper report on the relationships between school and industry carried out in 1981.

Education authorities should cooperate closely with their local Science and Technology Regional Organization and take advantage of new incentives to second mathematics teachers to industry, he said. "It is a major function of the schools to prepare all young people, at each level of ability and attainment, for adult and working life," he said.

Officers were reminded of initiatives taken by the DES to improve links: the pilot scheme for technical and vocational education for 14 to 18s due to start in September, the proposal for a Certificate of Pre-Vocational Education and the projects for lower-attaining pupils costing £2m which will also begin in September.

Warning on libel to the media

The National Union of Teachers' legal department is issuing a warning to the media that it will take "all appropriate steps to safeguard teachers against libels and slanders".

A report of the union's law and tenure committee says there is a great tendency to lay the blame for stress within the education system on serving teachers. It adds: "Often this grossly unfair criticism is designed to turn attention away from the real stresses and strains within the service."

Durham steps up cover strike

Teachers in Durham stepped up their strike action this week over the Labour-controlled county council's decision to dock the pay of union members who refused to cover classes for absent colleagues.

Members of the National Association of Scoolmasters/Union of Women Teachers in six county comprehensives and two primary schools went out on strike for three days this week – affecting the education of more than 7,000 children.

However, teachers in the comprehensive agreed to provide "emergency cover" for fifth and sixformers taking examinations.

In addition, NAS/UWT school representatives at the county's 43 other comprehensive and a total of 16 primary school representatives were called out on strike on Wednesday morning to join their 250 colleagues on three-day strike in a lobby of councillors.

Sikh boy's new school

The Sikh boy who was banned from a sixth form college for wearing a *Kirpaan*, a symbolic dagger, has been admitted to a Roman Catholic school.

St Paul's School, Leicester, has permitted Davinder Singh to wear the *Kirpaan*, which Wyggeston and Queen Elizabeth I College refused to accept.

Monsignor Peter O'Dowd, chairman of St Paul's governors, said that Davinder had been admitted to the Roman Catholic school as an individual Christian act.

Mr Kartar Singh Sandhu, chairman of the Sikh Education Committee, Leicester, and a teacher at St Paul's School, said the Sikhs would never-the-less continue to fight for the principle that a Sikh boy should be permitted to wear the religious symbols of his religion.

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NEWS

DES to control more local funds

by Sarah Bayliss

Major schemes being run by the Manpower Services Commission and the Department of Industry could be taken over by the Department of Education under new legislation announced by the Government this week.

The new law, which should be on the statute book by late spring next year, will allow the DES for the first time in 25 years to channel government funds into specific areas such as technical education, provision for the 16 to 19s and computer-assisted learning.

The decision to grant the DES more control over local spending through the payment of specific grants was forecast in the *TES* last November. A new Bill is already being drafted and it will be put before the next session of Parliament whether or not an election has been called with the idea that the scheme should start from April 1985.

Sir Keith Joseph, Education Secretary, said he has taken account of a recommendation from the Commons Select Committee on Education last spring that the DES should have the ability to fund directly important new developments on a temporary basis.

The proposal which was rubber-stamped last week by the cabinet committee on home affairs, Committee H, met immediate criticism from the local authority associations which had not been consulted beforehand and from the National Union of Teachers. Their complaints were that no new money was being made available and secondly that yet again local autonomy was under attack.

In a draft outline of the scheme the local education authorities learned of the Government's intention to set aside for use on specific grants up to half a per cent of the amount allocated for education spending. Grants from the DES would be paid at the rate of 70 per cent with local councils meeting the remaining 30 per cent.

Education spending is now about £10,000m; if the scheme went ahead now, roughly £50m would be set aside for special projects, £35m of which would be paid in specific grants with £15m being met by ratepayers.

The Education Secretary would select several areas which he wanted to encourage and considered national priorities and the local authorities would be invited to make bids.

Mr Fred Jarvis, NUT general secretary said of the scheme: "It's wrong to clawback money already allocated to councils and then expect them to compete for it afresh. Teachers could think of lots of special projects needing extra money but this scheme won't offer children an extra penny."

The incentive to applicants will be the high rate at which grants will be paid – 70 per cent compared with 53 per cent which is the proportion of spending currently met by rate support grant.

Sir Keith's proposal reflects the frustration of successive Education Secretaries over their powerlessness to direct money into areas they consider important.

Increasingly the DES has seen the Manpower Services Commission encroaching its education and training territory and it is the Department of Industry which has pioneered the programme for installing computers in schools.

The DES appetite for specific grants was whetted last year when it discovered a power – overlooked for 20 years in the 1962 Education Act – to make grants for in-service training worth £30m over the next three years. They will continue, as will urban aid grants and "Section 11" money for ethnic minorities totalling £100m.

The examples cited by the DES as suitable for the new grants are curricular changes in mathematics after the Cockcroft Report; more practical education for the less academic and the supply of microelectronic equipment for the severley physically disabled.

Most significantly, the DES says the Technical and Vocational Initiative, run by the MSC for 14–18s could be "built on".

Community call renewed

by Paul McGill

Mr Nicholas Scott, Northern Ireland minister responsible for education, has relaunched his campaign for more emphasis on community relations in the schools.

At the Irish National Teachers Organization conference at the weekend, he stressed the role of education in fostering greater respect and understanding between the communities in the province and paid tribute to enlightened individuals who were already involved in this work. He argued however that "this is such a basic and fundamental matter affecting the nature of our society that its development cannot be left to chance or the commendable commitment of the few".

The minister's message was welcomed by Mr Gerry Quigley, INTO general secretary, but it was far from being a priority among the delegates.

Mr Danny MacAllister, chairman, set the tone, deploring the fact that a teacher with 14 years service earned less than the average industrial worker and condemned the "scandalous" situation of more than 1,300 teachers being without permanent jobs. One of the guest speakers, Dr Edward Daly, Roman Catholic Bishop of Derry, gave strong support on this by making an appeal for more teachers, especially in deprived areas.

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The Princess of Wales accepts a gift from a Baring primary pupil, watched by the head Derek Attwell.

Red tape reminder for Royal visits

by Nick Wood

London heads have been warned that they must go through official channels if they want to invite top people to their schools. Failure to do so will result in permission for the visit being withheld, the Inner London Education Authority has said.

The authority's clampdown came after Mr Derek Attwell, headmaster of Baring Primary School in Lee, south London, cut through red tape and wrote directly to Buckingham Palace to invite the Princess of Wales to his school.

Princess Diana visited the school on Tuesday accompanied by Mr Neil Davies, ILEA chairman and its titular head, who had to hastily reschedule his engagements to act as her host.

Mr Davies said there had been consternation at County Hall when it was learned that Mr Attwell had succeded in bringing the princess to Lee. Her visit followed the discovery by Mr Attwell that the school was named after a man who had links with the princess's family, the Spencers.

"We were shocked and horrified at first. But Mr Attwell has produced the right results, so we forgive him."

The circular reminds heads to first contact the awesomely named EO/ER/GP3/4 unit at County Hall before bringing members of the Royal Family, reigning monarchs of foreign states, presidents of republics, ambassadors or the archbishops of Canterbury or York into their playgrounds.

Mr Attwell said: "When Buckingham Palace wrote back to me and said visits would be possible, I had to keep it secret for a month."

Appeals won

One in three parents in England successfully appealed under the terms of the 1980 Education Act against the allocation of a school place for their child last year.

In answer to a written question in the House of Commons Sir Keith Joseph, the Education Secretary, said that 9000 parents had registered appeals because they were dissatisfied with the place allocated to them. Some 3000 were successful and got the school of their choice on appeal.

Women set for new deal in NATFHE

by Diane Spencer

Important rule changes to guarantee women more places on key committees will be put before delegates at the annual conference of the 73,000-strong college lecturers' union at Blackpool in May.

But they are likely to be shelved for a year. Proposals from the National Association of Teachers in Further and Higher Education's Northern region include reserving places for women on the National Executive Council, ensuring that regional committees' membership reflects the proportion of women members and, if necessary, co-opting women for delegations to outside bodies.

Mr Ray Grace, regional secretary for the North, said: "We need to get debate going on this issue: the more open the debate at the conference the better."

The executive has agreed to a proposal from the women's rights panel that a working party be set up to look into the whole strategy increasing the participation women members.

To avoid the north's rule chan proposals being rejected out hand, the NEC will propose they remitted.

Eleven out of 14 regions thought to be fairly hostile.

They can then be aired at National Council meeting November and a new package sented to the 1984 conference.

In brief

Scholarship loophole closed

The Chancellor has closed loophole whereby companies offer tax-free scholarships pendent schools to the chil their employees. This Budget comes after a House of Lords ment in December which rul scholarships paid by ICI to th dren of two employees for education should be exempt income tax.

A number of companies, Barclays Bank, offer similar larships for education at schools. The ruling applies one earning over £8,500 a ye existing scholarships affected.

Meals scrapped

Conservative-controlled council has gone ahead plans to become the first education authority in the to scrap the school meals ser primary and secondary schools £1.7 million cut in the budget will scrap the meals allow cleaning by private and restrict spending on nance.

PAT gets a seat

The Professional Associa Teachers, whose 22,000 are pledged never to st been granted a seat on the Committee on the Supply Education of Teachers.

'Drop action' call

The National and Local Gov ment Officers' Association, represents town hall staff, members to call off their action over threats to cut allowances and accept a 'fair from local authorities.

Appeal to PM

The Prime Minister is being by the National Union of to delay any decision on loans until there has been an debate on the issue.

Gays in protest

Gay rights activists are planning lobby the National Union Teachers' national executive row in protest over this year's national conference being held Jersey, where all male homosexu acts are illegal.

HEC expansion

The Health Education Council is ing its school projects to cover the age group. Topics will include smoking, alcohol, personal hygiene, sex educa and using the health service.

'War plans' attacked

An appeal for teacher volunteers to join a civil defence team has been condemned by Mr Charles Godden, secretary of the North Warwickshire NUT, who said that the county was "planning for war" in asking science and maths teachers to lend their skills to the team.



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The Inspectorate takes to the hills but finds the experience disappointing

Outdoor pursuits centres receive qualified approval

by Virginia Makins

Some pupils may be travelling more than 100 miles, or spending a week at expensive residential centres, to do work that would better be done in their own school neighbourhoods, HM Inspectors report in a survey of outdoor residential education called *Learning Out of Doors*.

But with careful preparation and follow up, and good liaison between school and centre staffs, outdoor centres contribute a great deal both to pupils' personal development and to their general and specialist education. With "few exceptions" leaders were competent and safety-conscious.

HMI visited 10 per cent of 400 l.e.a short-stay residential centres during a four-year period ending in 1981. They also visited some commercial and voluntary centres used by schools to provide field and residential trips.

The centres catered for primary, middle, secondary and special schools. Since 1960, there has been an explosion in the use of residential centres: the ones visited were used by 78,000 young people each year.

They found a huge variety of staffing arrangements and accommodation. Some centres had good teaching resources on site where others had very few; some had excellent links with visiting schools, while in others liaison was more chancy.

Work done by children varied from excellent to trivial – often depending on previous preparation. Some children had had no training in basic skills, such as map reading and observation, and this limited the potential of work at the centre. Some centres allowed children too little scope for planning and decisions, and some did not even give them maps and compasses.

In the centres for field studies, the work was more likely to be productive where it was seen as an integral part of a course at school, normally in art, geography and biology.

Some of the outdoor pursuits centres spent too little time on each activity for pupils to develop any degree of competence. Hill and mountain walking were the most disappointing activities, but the vast majority, such as canoeing, sailing and caving, were "competently and safely taught and in many instances a genuine sense of adventure resulted".

Practice was often best where local authorities had an officer or adviser with clear responsibility for outdoor education, including safety and the assessment of teachers' capabilities for leading outdoor pursuits.

Where schools used voluntary centres run by the Youth Hostels association or Outward Bound, or commercial ones run by holiday firms, the work was best when teachers followed their own programmes, rather than falling in with the packaged ones on offer.

The inspectors stress the importance of visiting teachers, as well as centre staff, being knowledgeable about conservation, and they commend centres which have good links with the local community, and both contribute to it and protect it from the potential nuisance of infant and teenage researchers.

They conclude that policy should now be based on assessment of what has been achieved, and recommend that l.e.a.s should develop a clear policy about their educational aims. They should also develop a policy towards the proliferating school-owned centres.

The inspectors end their survey with a checklist of questions about aims, implementation, resources and training which is intended to help schools, centres and authorities to review their practice.



"In many instances there was a genuine sense of adventure"

HMI reports

Copies of the reports are available from the relevant l.e.a.s or the Education Department, Welsh Office, Cathays Park, Cardiff.

Dynamic leadership secondary commende

Waltheof comprehensive sch... is a school on the way to ... "dynamic leadership" of its ... taken major review of its p... phy and structures in the ... years.

But there is now an upsu... for "careful and critical appra... classroom teaching in ma... jects, covering both curricu... teaching methods, says HM...

Changes have led to a ... system which "could well ... into a model of excellence"... pline changes, such as the p... out of corporal punishment... more freedom for pupils to ... buildings, which have led to ... pressive response"; some ex... active teaching, notably in ... computer studies, and a ... pulsory course of "essential ... for fourth and fifth years.

Waltheof is a 12 to 16 co... hensive for 962 pupils in a ... priority area. There are fe... pupils and about a third of ... pupils need continued ... attention or specialist ... teaching. The 39-strong staff ... operating in a consortium ... neighbouring school, was as... spected in any depth.

HMI was particularly wary... mixed ability teaching in the ... two years in many subjects, a... some mixed O level and ... groups. Expectations of pu... capabilities were often too ... most departments, there was ... little oral work and discussi... sources were often limited, ... teaching was directed at year... average ability. Staff were ... be concerned about the most ... pupils, says HMI.

Music and mathematics com... for particular criticism. Pupils ha... chances to talk out ideas in co... and there was too little pra... work. In English and other subj... the excellent library was underu...

"Major changes" are needed ... the curriculum for the least ab... per cent, all of whom at pres... follow a CSE course. Results sh... that the work is inappropriate, a... teachers are aware of the urg... need to devise a more suitable pr... paration for adult life.

The school has taken a "bo... approach" to remedial work, with ... well-qualified team both withdraw... ing pupils to an attractive, wo... equipped centre, and supporti... them in ordinary class work. HM... saw several occasions where subje... and remedial teachers were worki... together in classes, and say staff are... aware that they now need to assess... the results of the policy.

Another bold innovation, where... pupils in the first two years spend a... whole day each week in the access... for specialist craft work with a team... of art, craft and home economics ... teachers is potentially valuable, but... lacks direction and needs review, says HMI.

Check on department heads recommended

The best is very good at Norton Canes comprehensive school in Staffordshire. But "a little of the teaching was very poor", and HMI recommends that heads of department should be made more accountable, and their work should be systematically checked.

Norton Canes, originally a secondary modern, took its first comprehensive intake in 1975. It had grown from 450 pupils in 1974 to 751 11 to 16-year-olds last October. The pupils' homes represent a reasonable social mix, and the school has a middling intake, with few pupils of top ability, and few with serious learning difficulties.

The school is praised for sound exam results, a balanced curriculum, good relationships, interesting writing and recognition of the importance of oral work. But HMI found the lack of interes in reading to be "a major area of concern".

HMI recommends that the level of reading should be raised, especially in the top two years.

The school bands its intake on the basis of standardized tests taken in the last year of primary school. One result seems to be that, although there are more boys than girls in every year group but one, there are nearly twice as many girls as boys in top bands, and twice as many boys in the lowest band.

Inspectors call for renovation programme

Marlborough primary school, Hounslow, needs to pay much more attention to the content and progression of work in every area of the curriculum.

The school took 304 infant and junior aged children (its new nursery unit was not inspected). They came from a mix of council and private housing.

According to the inspectors, it was not attractive: its walls were dirty and paint was peeling off. HMI recommends renovation as soon as money is available. Corridors were cluttered in places with equipment, which could be a hazard for children.

Resources were inadequate for several curriculum areas, and the library had many out-of-date books and was unattractively arranged.

Television was used a lot, and HMI suggests its use should be reviewed as broadcasts could largely determine curriculum content in some subjects.

HMI recommends that the school should reallocate special responsibility posts so that clear curriculum guidelines can be set and more challenge provided for abler pupils.

HMI praises the school for beginning to make special provision for remedial and able children, and for involving parents in reading.

Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes.

During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations: how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

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Cumbria reorganization stalled

by Sarah Bayliss

Sir Keith Joseph, the Education Secretary, has approved part of a reorganization scheme in Cumbria but has disappointed the local authority by postponing a decision on the rest of the scheme.

Proposals were published last July to reorganize 10 schools in West Cumbria. They included the closure of Cockermouth 13–18 grammar school and Derwent 11–16 secondary school and the establishment of a new 11–18 comprehensive.

Eight other schools in the coastal towns of Whitehaven and Workington were also earmarked to become three 11–16 schools serving a tertiary college for the 16 to 19s on a split site, including the existing college of further education.

The education authority had intended to deal with staffing arrangements for all 10 schools simultaneously, giving all teachers an opportunity to apply for jobs in the 11–16 or 11–18 schools or tertiary college.

However only part of the scheme – the reorganization of the two Cockermouth schools – has been approved so far.

A spokesman for the authority said it would now be up to the education committee to decide whether or not to press ahead with the Cockermouth changes.

A letter from Sir Keith to Cumbria gave no indication of the intention for the remainder of the scheme but it now looks as though the planned starting date of September 1983 would be hard to meet in the Workington and Whitehaven schools.



In the market for better consumer classes

by Richard Garner

Consumer education is still aimed almost exclusively at girls and "less able" pupils, says a report published by the National Consumer Council this week.

The report, "A better class of consumer: an investigation into consumer education in secondary schools," says too much emphasis is placed on shopping and concludes: "The aim of consumer education – for both sexes – should not simply be to create a race of supershoppers."

The report recommends that the initial training of teachers should give them an understanding of the nature of consumer education and suggests that each school should have at least one teacher with a specialist knowledge of the subject.

It also suggests that youngsters "ought to obtain some recognition for the work that they do, even if it does not lead to an examination" and adds: "One possibility could be to go outside education – to the Duke of Edinburgh's award scheme, the Scout Association, the Girl Guides Association and many other youth organizations – to see how they give awards for non-academic achievement."

The report recommends that the proposed new GCE and CSE boards' Joint Council for 16-plus National Criteria should set up an ad hoc review committee to work out guidelines for consumer education with progressive development for all children regardless of sex or ability.

Research for the report was carried out by studying the courses of examination boards and interviewing teachers, advisers and pupils in different areas of the country.

A better class of consumer: an investigation into consumer education in secondary schools. National Consumer Council, 18 Queen Anne's Gate, London, SW1, price £2 including postage and packing.

Government attempts to give parents more choice in their children's schooling have done little to improve their rights, according to a report being presented to the National Consumer Council's annual conference in Sheffield later this month.

The paper, prepared for a conference study group, concludes that the 1980 Education Act and its sister Act covering education in Scotland do not appear to have greatly altered the rights parents already had under existing law or previous court judgments".

It adds: "They largely repeat previous legislation in that they permit choice only where it does not interfere with 'efficient' education or the efficient' use of resources."

L.e.a. tells volunteer decorators to stay out of schools

Self-help projects banned

by Sarah Bayliss

Labour-controlled Avon County Council has imposed a ban on parents doing voluntary redecoration and repair work in schools.

The decision has prompted protests from Avon's Federation of Parent-Teacher Associations which says that children's interests will suffer as a result of the ban. PTAs in at least 10 schools have been told to abandon their plans for repainting classrooms.

The clash has arisen because Avon's land and buildings sub-committee has been forced to scrap a £15m maintenance programme to avoid incurring Government grant penalties. Mr Jimmy Janes, chairman of the sub-committee, said this week that because of the penalties the programme would have cost ratepayers two-and-a-half times as much as it should have done.

"We felt it was unfair to pursue the programme at such a ridiculous cost to ratepayers so we deferred it for a year. What we don't want now is parents stepping in and taking over our statutory responsibilities. We must bring home the impact of the Government's action – no Avon schools shall be decorated this year."

Mr Janes added that his group had inherited "terribly neglected" buildings from the former Conservative administration and that in the more prosperous areas standards had been kept up by parents' efforts. It would be wrong to allow some schools to improve by voluntary efforts while schools in disadvantaged arens declined still further.

The sub-committee would concentrate this year on external repairs and ensure that every school was watertight. He hoped the ban would prompt parents to lobby their local MPs and Mr Tom King, the Environment Secretary, on the damaging effects of penalties.

While stating that parents can continue to undertake "non-statutory" work such as organizing fetes and maintaining equipment they have bought such as swimming pools and minibuses, the county has simultaneously barred them from doing any kind of manual work on school sites. In future they must employ union labour at agreed council rates.

Any job worth less than £200 could be supervised by the head but more extensive work would have to be agreed by the sub-committee.

Mr Ron Hancock, secretary of the Avon Federation of PTAs, said it was "a fact of life" that there were inequalities between schools and that the authority should not interfere where parents were willing to help in any way.

He knew of schools where parents had converted spare classrooms into libraries and where extensive redecoration had been done by parents, teachers and children.

Mr Michael Smith, a convenor for the Secondary Heads Association in Avon and head of Filton High School in Bristol, said that he personally approved of the ban. "I don't think the way to tackle cuts is to don a boiler suit and to go up a ladder and get on with it yourself."

Cafeteria experiment pays off

The number of pupils taking school meals increased slightly in 1982, Dr Rhodes Boyson, education junior minister, told the House of Commons this week.

In October 1981, 49 per cent took school meals compared with 49.4 in 1982. But numbers of pupils on free meals and those bringing their own had also risen: 13.9 compared with 11.9 had free meals, and 28.3 compared with 27.4 brought their own.

More secondary school children are eating school meals: 44.6 per cent in 1981 to 46.1 per cent in 1982, but in primary schools the proportion declined from 52.4 to 51.8 per cent.

The increase in secondary numbers is a result of cash cafeterias being introduced, Dr Boyson said. "Of those authorities which have converted all their secondary schools to this system, more than half have increased the take-up of paid meals compared with 1980."

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TES 6

NEWS

Sarah Bayliss reports from the Welsh Regional Society of Education Officers Study Conference, Llandrindod Wells, Powys

L.e.a. officers say appeals panels need to be trained

Training schemes for the appeals panels set up under the 1980 Education Act were called for by officers in a discussion on the effects of the new legislation.

Officers from Clwyd, West and South Glamorgan were particularly keen to spell out to panels the clause in the Act which states that a parent's choice of school can be overturned if it would "prejudice the efficient use of resources" in a local authority.

Mr Clayton Heycock, deputy director of West Glamorgan, who chaired the conference said appeals panels should understand that if they allowed a school's intake to rise there would be big implications for staffing and, hence, finance.

Most authorities had set admission limits to schools as a way of managing falling rolls. If appeals panels ignored those limits then there would be extra staffing as well as building costs to meet.

Most authorities spent at least half their budgets on the teaching force. "Staffing is a critical factor in the efficient use of resources," he said.

In one authority where appeals panels had found in favour of most parents it had been necessary to employ extra staff in an already-large comprehensive and to reorganize the timetable.

In that example, where the authority did not wish to be identified, the appeals panel had heard each parent's case separately and decided on its merits without weighing it against other cases or against the planned admission limit. As the appeals process went on, entries to the school gradually rose until more than a dozen pupils had to be admitted.

Mr Edgar Lewis, area education officer for Clywd, said his authority was considering inviting the Workers' Educational Association to provide training sessions for appeals panels. It would go against the independence of the panels for the local authority to run its own course.

Another officer said councils must guard against simply giving panels an officers' perspective. "They are supposed to give a common sense lay view on each case and there is a danger in making them too professional."

Mr Lewis, whose county of Clywd was awarded top marks by the magazine *Which?* for the information on schools it provides for parents, said the number of appeals had been greatly reduced last year by retaining a system of consulting parents who were disappointed at not getting their first choice of school.

Parents face bureaucratic nightmare

The new bureaucracy created by the 1981 Education Act could prove a nightmare for parents, the conference was warned.

In an address on the workings of the Act, which comes into force on April 1, Mr Iorrie Jones, Dyfed assistant education officer, was concerned that the spirit of the Act to increase parental involvement in special education would be nullified by the legal structure being imposed.

"I'm concerned that with all these letters flying about – letters which we are legally obliged to send – we shall formalize a situation which ought to be kept as informal as possible."

A lot of understanding could be achieved by talking to parents and by visiting them at home.

Mr Edgar Lewis, area education officer in Clwyd, said: "The level of bureaucracy is frightening, especially for parents who themselves have reading difficulties."

Mr Jack Davis, assistant education officer for Powys, who chaired the session, said that to reassure parents in his authority official correspondence would be delivered by hand by educational psychologists.

Several officers expressed concern about the increased workload educational psychologists would the Act and the absence of sources from Government new posts. There were also professional training courses being cut back. For example three-year MEd course at the University's education depa was being phased out.

"There is going to be a m mand for educational psych but that seems to go against trend for training," said Mr Ellis, deputy director for "Where are we going to get the people from?"

Wanted: software The prize: £1,000

A shortage of good software for computer-assisted learning has prompted one Welsh county to run a major competition in the belief that teenagers can write excellent programs for use in schools.

Mr Tony Timbrell, adviser for information technology and computer studies in Mid Glamorgan, said he had seen enough project-work to be convinced that pupils would be a good source of learning materials.

His county had launched a competition for primary and secondary schools and colleges with prizes worth £1,000 on offer. A BBC micro, a colour monitor and a print-out would be awarded to the winners.

"Many of our children produce work of an extremely high standard and it is expected that the competitions will produce original and exciting software."

The shortage of good software was a major problem facing schools; publishers seemed more interested in making programmes for leisure purposes on home computers than in education and schools.

But Mr Timbrell advised officers to be strict with schools which resorted to copying the *good* material which was available. "If large-scale copying goes on then there will be no money to be made and the publishers will stop producing altogether."

Some of the software he had seen which was being "pushed" on schools, was no better than a teacher could produce on a blackboard or overhead projector.

Given all this he advised every local authority to establish a software centre, similar to the centre pioneered by Mid Glamorgan in one of its schools 12 years ago.

The centre at Porth comprehensive was unique in Wales by being based in a school, rather than in a college or as an independent office. It had proved highly successful in establishing links with other schools and in distributing and assessing hard and software.

The staff of four teachers plus two trainees from the Youth Opportunities Programme acted as an advisory service to all schools, it processed material that would otherwise take up valuable computer time and offered in-service training to teachers.

So far this term 380 teachers had been on courses. The long-term aim, when schools were better equipped with machines, was to run school-based training courses.

Mr Malcolm Shorney, chief adviser for Clywd, described a big investment programme in his county which means every secondary school is already wired up to take at least 15 micros.

The programme has cost £200,000 so far and a further £600,000 is committed over the next three years. It includes 15 teacher secondments in each of the main subjects plus a team of computer personnel, all of whom were appointed to full or part-time posts this term.

Mr Shorney said computer-based education was one of Clywd's main priorities; an advisory unit had been set up some years ago with the aim of providing hardware and software, of maintenance for machines, encouraging curriculum and software developments and organizing in-service training for teachers.

Every secondary school – there are about 30 – now had one classroom wired up to take 15 micros with a disc machine and printer. Other rooms such as laboratories and libraries had additional wiring so that at least one machine was available to classes.



Computers: Mid Glamorgan aims for school-based courses

Growing need for in-service courses

In-service training for teachers, including school-based training, was more vital than ever before, given the changing demands on education said schools, said Mr Geoffrey Crump, chief education officer for Avon, in an opening address.

In speech on education and change, he said teachers needed more opportunities to reflect on pupils' needs. They could be the key people in changing outdated attitudes towards leisure and work ethics, in changing the attitude that academic qualifications were somehow better than vocational qualifications, and that white collar worker was superior to blue collar worker.

"Education has got to be much more relevant to the lives of children and students, and to achieve that teachers need time for reflection."

In Avon, every school had 20 days a year of school-based in-service training and there were 30 full-time equivalent secondments for teachers. Links with industry and commerce could be improved through in-service training. Specialist agencies staffed by teachers, such as Avon's Resources for Learning and Development Unit, could be encouraged.

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PRIMARY



Experiment paves way from home to school

by Biddy Passmore

The child standing forlornly at the door of the infants' school as its mother retreats into the distance would soon become a figure of the past in at least one part of Northern Ireland.

An experiment with pre-school children being conducted by the Western Education and Library Board attempts to overcome the "culture clash" between home and school that can cause so much misery in the early days.

Parents are invited into the local primary school with their young children for group sessions of half an hour a week for seven weeks.

They are advised by a teacher or educational psychologist how to encourage their children to learn at home through such simple activities as putting on their clothes or laying the table. They also choose a book to read to their children every day.

The children, meanwhile, are looked after by infant teachers who are not at school to be taught. Mr John Owens, the board's principal educational psychologist, stressed this week, "They play in the sand or kick a ball around while they're waiting for mum to go home."

The scheme helps parents and teachers to get to know each other in a friendly way, he says. "Very often parents only come to school to complain or be complained to – it is all completely amiable. And they get to know the school – how to hang their coat, where the toilets are, and so on."

Just as important is the encouragement given to parents and children to learn together in what is probably the most crucial years of language development.

"We aim to catch children during the period when there is a great explosion in their language development," Mr Owens says. "And research suggests that where parents are involved in early education it seems to have the most long-lasting effects."

He points out that there is very little nursery schooling in this part of Northern Ireland, which includes most of Londonderry, County Fermanagh and County Tyrone.

The board wants to broaden the scheme, which has been carried out on a random basis over the past few years. A new course has also been devised which lasts 24 weeks.

But the hard-pressed educational psychology service cannot run the scheme alone. The Northern Ireland Council for Educational Development hopes to support it through the secondment of a teacher coordinator to the board's primary service.

How do schools contact the parents of the under-fives? "Through an older brother or sister, their parish magazine, even an announcement in church," Mr Owens says. "They're often small communities where the 'bush telegraph' works well. Where there are falling rolls, schools are anxious to know who'll be coming in four or five years. They often know when a mother is pregnant around here."

Head charges adviser with ignorance

by Julia Hagedorn

Mr Stuart Sexton, Sir Keith Joseph's political adviser, was accused of "classic ignorance" at a conference last week after giving a definition of the difference between mixed age and mixed ability teaching in primary schools.

Speaking at the annual conference of the National Association for the Support of Small Schools, Mr Sexton had said mixed ability teaching was shown to be a failure and the average teacher found it impossible. It was undesirable, he said, even in primary schools, above the age of eight.

Mr Sexton defined mixed ability teaching as when children were not separated according to age. The head of a Norfolk primary school then accused him "of demonstrating the classic ignorance of the very terms you are basing your arguments (for closure) on".

After the conference, Mr Sexton said: "The Government is doing its best to encourage setting and streaming at the top end of the primary school". He also admitted that when assessing the educational grounds for closing a school, one of the determining factors was whether it had mixed ability teaching. He said that the Government should not condone a system of mixed ability teaching wherever it was avoidable.

In his speech, Mr Sexton said that the spate of Section 12 notices on schools reflected the drop in the number of children. By 1986, the system would have a surplus of three million places, and the Government was taking only two out of every five surplus places out of use.

"Whatever is spent ought to be spent on education and go to the children," he said, "not on heating and lighting empty places in partly filled schools or classrooms."

He said that he would like to see discussions with organizations such as NASSS on the possibility of the proposed voucher scheme being used by parents in schools threatened with closure supplemented by financial top-ups coming from the rural community. He admitted that it was too early to say whether anything on the voucher scheme would be included in the election manifesto: the Government had not yet agreed on a sensible practical scheme but was looking at ways and means of widening parental choice.

Professor Richard D'Aeth, President of Hughes Hall, Cambridge, and co-organizer of the policy study, *A Positive Approach to Rural Primary Schools*, drew attention to the drop in morale. In Cambridgeshire, advisers had difficulty in filling vacancies even with new teachers who were desperately looking for their first post. They did not wish to go to a school that might be closed before they even took up their post.

He criticized a system where a school could be reprieved one year, only to come up on the list for closure the next year. And he called for the NASSS to recommend that the length of time a school has for consultation before the decision to close it is made should be a minimum of six months; and that if a school won a reprieve, it should be for five years.

He also recommended that the l.e.a. should put its alternative proposals with costing at the time of any proposed closure. This, and the local response to it, should be part of the appeal procedure to the Department of Education and Science. "At present, the dice are loaded hopelessly against good village schools," he said.

He pointed out that most closures take place because the unit cost is higher than in large urban schools, but warned against this argument. "The savings look real to the education committee but children are walking further and parents are paying for transport. If rural life were based on unit costs, it would be very difficult to provide tap water, sewerage and phones. Why are they not closed down?"

● County councils which close village schools purely on the strength of an arbitrary head count were criticized by Mr Alan Beith, Liberal spokesman on education, at a meeting of the Cumbria Association for Rural Education last Monday.

Mr Beith, MP for Berwick-upon-Tweed, said counties such as Cumbria and Northumberland should be looking for ways to support village schools. They should select teachers with aptitude and dedication and provide them with in-service training enabling them to exchange jobs occasionally with colleagues in bigger schools.

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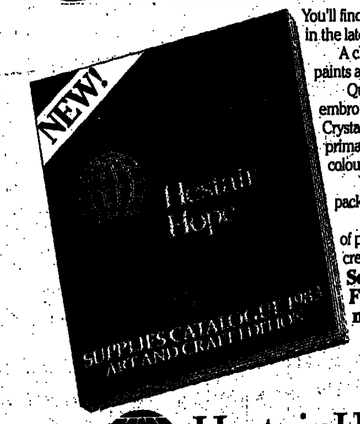
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Authority seeks blacks' views on ethnic policy

by Diane Spencer

The Inner London Education Authority is planning a major conference to gauge reaction among the capital's black community to its programme for multi-ethnic education and equality of opportunity. About 600 are expected to attend.

Mrs Frances Morrell, deputy leader of ILEA, said this week: "I felt there had not been as much of a feedback from black groups as there should have been.

"The conference should ensure that what we are trying to do on behalf of black parents and the community meets their approval."

ILEA's initiative, launched last summer, includes the appointment of an equal opportunities officer, liaison officers in each borough for multi-ethnic education, ethnic advisers for the school meals service, publishing a statement of anti-racist policy and guidelines on anti-racist strategies for schools, and developing mother tongue teaching.

Mrs Morell said the initiative had produced "extremely valuable and rigorous criticism from groups such as the Camden Community Relations Council, All London Teachers Against Racism and Facism, and individuals such as Chris Mullard from the London University Institute of Education".

The conference at the end of April would be divided into discussion groups with results presented in a plenary session. The last session would be devoted to a debate on how black groups should be represented on ILEA.

Study highlights dissatisfaction over engineers' training

The sorry state of British engineering education was highlighted again this week with the publication of a report from the Goals of Engineering Education Project at Leicester Polytechnic, *Jon Turney writes*.

The study shows that both graduate engineers and their employers are very dissatisfied with the existing curriculum, and it has been welcomed by Sir Monty Finniston, whose own report on engineering in 1980 called for radical changes in education and training.

Engineers interviewed for the study thought they did not know enough about the broad business context within which they worked, or about human relations and social skills.

Speaking at a press conference on Monday at the Institute of Electrical Engineers, Sir Monty said that the Leicester study underlined the need for urgent action to change the position of engineers.

Mr Geoff Beuret, who directed the study, agreed that his findings and views with young graduates confirmed Finniston's report, but stressed that they had "no desire to bash engineers – our critique is based on the views of engineers themselves". *THES*

ILEA secondary school suspension figures spiral

by Nick Wood

The number of children suspended and expelled from London secondary schools because of bad behaviour rose dramatically last year. Suspensions of primary children have, however, fallen.

Official figures show that there were 1,355 suspensions from secondary schools in 1981–82, 513 more than in 1979–80 when comparable data were last available. Allowing for falling rolls, the number of suspensions has grown by 80 per cent. Nearly one child in 100 in secondary schools is not suspended each year.

Expulsions – reserved for the most serious offences – have also increased by over 50 per cent. Last year, 211 youngsters were banned from comprehensives – 68 more than in 1979–80. In primary schools, suspensions fell from 108 to 83.

The figures, presented to the schools subcommittee of the Inner London Education Authority last week by Mr William Stubbs, the education officer, do not include the three-day temporary exclusions that schools use as a "cooling off" period with unruly children.

Three in four suspended pupils are boys and most – over 850 – are aged 14 and 15. Mr Stubbs, describing the overall level as "relatively low", expressed concern about this age group.

Frustration of under-achieving youngsters, the perceived irrelevance of the curriculum to their needs, uncertainty about the future and efforts by schools to tighten up on discipline were the probable factors behind the rise, he said.

Abolition of corporal punishment was, with the exception of a "small minority" of schools, not to blame for the growing number of suspensions.

This was disputed by leaders of the National Association of Schoolmasters/Union of Women Teachers. Mr Brinn Jones, deputy headmaster of Highbury Grove School in north London and an executive member of the union, said that banning the cane was a key factor in the increase.

Some improvements have taken place, Mr Stubbs said. After the introduction of revised procedures in April, 1981, the average length of a suspension had been cut from six weeks to three and a much higher proportion of pupils were now being readmitted to their own schools.

But the use of shorter suspensions had led to an increase in the number of suspensions. More pupils are being suspended more than once in a single year.

The figures seem particularly disappointing in the light of the ILEA's increased spending on support centres, popularly known as "sin bins", attached to schools. In 1978, it announced it would increase its budget by £1m a year so that every school would have somewhere to send problem children without resorting to suspension.

The commitment has been met – there are now over 150 support centres in the capital catering for nearly 2,000 children at any one time – but suspensions have still gone up.

Authority inspectors are now reviewing the contribution made by support centres and will be discussing their findings with heads.

The subcommittee also heard that a handful of schools are making extensive use of suspension as a way of dealing with difficult children. They had distorted the figures in the three areas with the highest levels of suspension – City of London and Tower Hamlets, Lambeth and Wandsworth.

"There is nevertheless concern that in too many cases suspension is seen by schools as a form of punishment and not a means of solving a child's difficulties in school," Mr Stubbs said.

In future, school governors will be given termly reports of suspensions in all schools in their area so that they can compare their practice with that of their neighbours, the subcommittee decided.

The report has also been passed to the committee under Dr David Hargreaves which has been asked to report on high truancy and poor exam results in London schools.

Campus scholarship

More than 600 overseas students taking up university scholarships in the United Kingdom under the government's Overseas Research Students Scheme this year. This compares with 479 new scholarships a year and 347 in 1980, the first year of the scheme's operation.

But nearly two-thirds of the 1,500 applications for 1982 awards came from students already studying in this country, the annual report on the scheme points out. It says the "disappointing outcome" was due mainly due to the large amount of an awardholder still has to find to live and study here.

Under the scheme, students with outstanding merit are given an award equivalent to the difference between the home fee and the "full cost" fee" for overseas students (the difference this year is £1,300 for arts courses, £2,300 for science and £5,300 for medicine). But the student still has to find the extra £5,000 a year for fees and maintenance.

Just over one third of this year's awards have gone to students doing research at Oxford and Cambridge, with London's Imperial College in third place. The greatest number of students – 99 – comes from the United States, with 43 from Malaysia and more than 30 from Brazil, Canada and Hong Kong.

The scheme, which is run by the vice-chancellors' committee, is costing about £2.5m in the current year. Awards are renewed for a second and third year, provided the student makes satisfactory progress.

NUT poll officer faces 'no confidence' motion

by Richard Garner

A candidate in a key National Union of Teachers' election is tabling a motion of "no confidence" in the union's returning officer. This follows his failure to get the election re-run or be subjected to independent scrutiny when ballot papers were discovered after the first count.

Originally, Mr Dennis Charman, a left-winger, was given a two-vote majority over his rival, Ms Sue Tarnfield, in elections for the vice-presidency of the NUT's West London Teachers' Association.

In addition, 13 of the 20 places on the association's committee had been won by candidates on a left-wing ticket who were opposed to the existing leadership.

There was a demand for a recount in the vice-presidential election as a result of which 25 votes were found which had not previously been counted. It was then decided to check the votes in all the elections to see whether they were valid.

The outcome was defeat for Mr Charman and the return of the existing leadership with an overwhelming majority of the 20 seats on the committee.

At stake in the elections is the make-up of the association's delegation to the Inner London Teacher's Association – finely balanced between supporters of the existing leadership and the union's left-wing.

Mr Charman said the call for a recount in the vice-presidential election should not have led to all the votes being checked again.

He had written to the returning officer, Ms Merril Hammer, who is also the association president, asking for a re-run of the election or independent scrutiny carried out by the Electoral Reform Society, a union officer from outside the association or an independent observer.

However, legal advice from the union's headquarters said that it was up to the returning officer to decide whether the election result should be declared.

Mr Charman said he was tabling a motion of no confidence in Ms Hammer at the next general meeting of the association because she had ignored the request for a re-run of the election or an independent inquiry – and had declared the result without consulting all the candidates.

Ms Hammer could not be reached for comment but Mr Andy Dyer, secretary of the West London Teachers' Association, rejected any criticism of the way the election had been conducted. "There is no question of anything improper being done," he added.

Meanwhile, an investigation into the elections for the three key posts in ULTA had still not been completed this week by the Electoral Reform Society.

On the first two counts, the Left had won all three posts – including that of the general secretaryship held for the past 15 years by Mr Bob Richardson. But there were discrepancies in the number of votes cast between the two counts.



Pupils tell staff to 'save it' with car shares

Pupils at a school in Billing, Teeside, are urging their teachers to save petrol by sharing car journeys to work. Twenty-two of the staffs' 33 cars used could be left at home, and they have worked out routes to prove it.

This is just one of many imaginative ways pupils have responded to an energy conservation competition organized by the oil company, Conoco, on behalf of the Department of Energy.

Other ideas include a rock opera on the "save it" theme from a Warrington school, and a coffee pot-shaped kettle which is more efficient than traditional kettles.

The first prize is £1,000 for the school, £15 savings certificates for the pupils and a two-day visit to a Murchison oil platform in the North Sea. The final date for entries is March 31, and they should be sent to the National Schools Competition for Energy Conservation, Freepost, London SW3 6BR.

Virginia Makins examines a Leicester University study which suggests 1 in 3 pupils regress in maths and English in the year after leaving primary school

Disturbing answers from the ORACLE

Children's progress in mathematics and English dips sharply in the year after they transfer to middle or secondary schools, according to the latest research from the Leicester University ORACLE (Observational Research and Classroom Learning Evaluation) project, published this week.

The other startling finding is that, when it comes to curriculum and teaching methods, life is much the same for pupils whether they transfer to a 9 to 13 middle school, an 11 to 14 high school, or a 12-plus comprehensive.

The research team studied 103 first years and 28 of their teachers in six middle or secondary schools. Three local authorities were involved, each with a different age of transfer. The schools in each authority were paired to provide as great a contrast in style as possible.

One school in each pair took a more "primary" approach to first years, leaving them with one teacher for much of their time. The other swung them straight into "secondary" style specialist teaching. The "primary" type schools were less likely to go in for uniform, banding or setting, and conduct marks and stars.

The project had previously collected a great deal of information about the same pupils' final years in their primary schools, including data on their progress and working styles, and their teachers' methods.

Almost all the children had made good progress on basic tests of mathematics, reading and English in both of their last two primary years. But a year after transfer, only 63 per cent had made gains on the same tests – and those gains were much smaller than in previous years.

Seven per cent marked time in their new school, and just under a third slid back on their test results. Overall, girls did much better than boys: three quarters made progress and only 15 per cent fell behind. With boys, fewer than half made gains and 45 per cent did worse than they had in the previous year.

There were marked differences between individual schools on the progress pupils made. But the differences did not relate to whether the schools had a "primary" or "secondary" ethos, or to the age of transfer.

Moreover, the pupils who lost ground had also lost motivation by the end of their first year at the new school. Before transfer, they had been as motivated as the rest. A year later, their scores on a test of motivation were 10 per cent lower.

However there was a small group of 15 pupils who made much better progress in their new schools than they had in their last primary year. Ten of them were boys. They were mainly children who had not learned to work steadily in primary school, and seemed to respond well to the change.

The children's new schools may have looked very different on paper, in terms of age-range, organization, and disciplinary style. But the work children did in their first year, the teachers' approaches, the sanctions, and the way they were expected to work in class were "remarkably similar", whatever the type of school.

The researchers observed mathematics, English and science teaching in all six schools. They found few differences between the schools. But within all the schools there were marked and consistent differences between the teaching style and pupil behaviour in the different subjects.

The maths teachers were much more likely to take a one-to-one approach, with children working mostly on their own (often at work they had covered two or three years earlier). Both English and science teachers went in for class teaching (displaying interesting strategies for slowing down the quickest children). English teachers encouraged more cooperative work between pupils.

The different methods led to different behaviour among pupils. In maths lessons, the vast majority became "easy riders . . . doing just enough work to avoid the teacher's attention". The few children who worked hard in maths were hard workers all round.

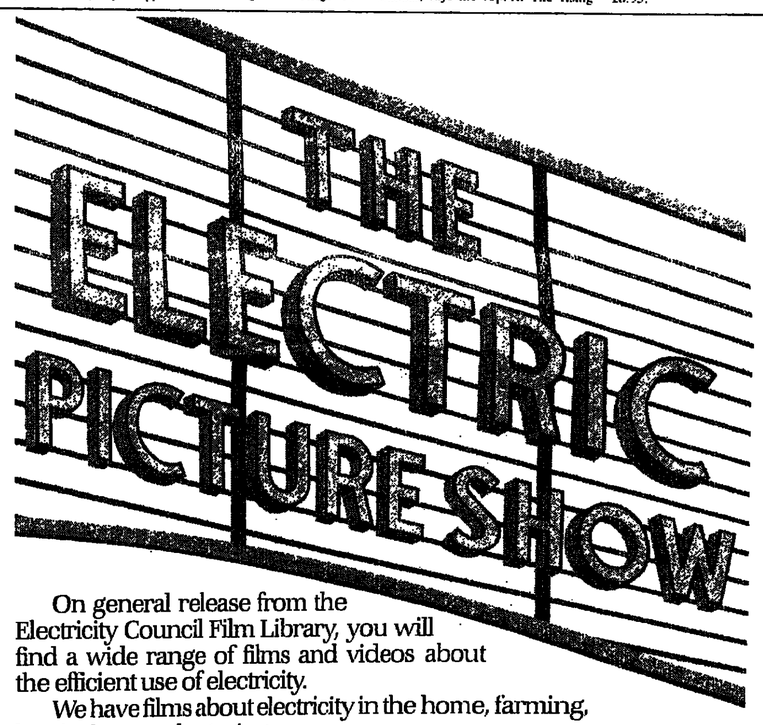
In both science and English lessons, nearly half the children worked hard. But the workers in English were often not the same as the workers in science. Although boys were more likely to excel in English, and girls in science, both sexes produced at least 40 per cent of the "toilers" in both subjects.

The similarities between the schools have led the researchers to question the success of 9 to 13 middle schools in acting as a bridge between primary and secondary teaching styles. The pressures from the next school up for specialist science or French teaching seemed significantly to affect even their first year curriculum.

The evidence seems to support the Plowden committee's recommendation that 8 to 12 was the most suitable age range for middle schools, says the report. The rising 12s were more likely to be excited about their impending transfer rather than anxious, and the younger middle schools were "more likely to maintain a distinct identity."



The performance of nearly half the boys actually deteriorated





Maths teachers were much more likely to take a one-to-one approach

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SPORT

Soccer tournament kicks off Met drive against crime

by Bert Lodge

About 50,000 young people took part in last season's Metropolitan Police soccer tournament. The competition gained entry in the *Guinness Book of Records* as the largest soccer competition every sanctioned by the Football Association.

The event was recently called "the flagship of Metropolitan Police involvement with youngsters and sport" by Sir Kenneth Newman, Metropolitan Police Commissioner. He told the London and South east region of the Sports Council that police involvement in sport was a major element in the capital's crime prevention policy.

Sir Kenneth said the number of serious crimes reported in London in 1921 was 17,500. Last year it was 700,000.

He added: "The evidence available to me suggests a far more serious involvement in crime by young people. More than half the people arrested for serious crime in London are under the age of 21. Over 25 per cent of the people arrested for serious crime are between 10 and 16-years-old."

Besides the youth soccer competition there were many smaller local schemes which were part of the drive against crime. "In response to demand from local youngsters in Wandsworth my officers even arranged a disco dancing contest.



Sir Kenneth Newman . . . concern at youth involvement in crime

Last year it attracted 4,000 young people from ethnic backgrounds. What was particularly pleasing was the enthusiasm and support received from their parents," said Sir Kenneth.

Meanwhile more borough-based consultative committees would be formed with whom the police would cooperate.

"Shifting the onus for crime prevention back to the community will be key themes of the police input to the committees and, here, sport is a useful means."

Sir Kenneth described one youth club in Kennington, south London which started as a result of a joint initiative by police and local community leaders who were concerned about facilities for the 10–18 age group.

Sports Council and Metropolitan Police funds paid for and furnished a disused hut. Now the club, whose management committee included four officers, had proved so successful that it could not cope with the number of youngsters eager to join.

Sir Kenneth believed such exercises justified the heavy commitment in police time and manpower. "Many thousands of youngsters have become involved in constructive activities who might, otherwise, have been on the streets," he said.

"Policemen and young people are meeting in non-abrasive encounters which encourage the breaking down of stereotyping on both sides. Parents are encouraged to become involved and some police schemes have led to clubs being established and run by parents.

"There is a role for sport in community policing. It shows young people in the area that society has not rejected them and it helps values such as self-help, discipline, and responsibility."

US basketball team considers extra fixtures

An American high school is sending two basketball teams to Britain in June and July and although they have some fixtures they may be able to fit in one or two more despite their intention to include a Continental tour in their itinerary.

The teams, from Redmond High School, 17272 N.E. 104th Street, Redmond, Washington, will be 14 to 15 and 16 to 17-year-olds. They arrive in Europe on June 18, and though they will have their own transport would like to arrange to stay with host teams where possible.

Further information is available from Mr Al Williams at the school address or telephone 206-828 3385.

In brief...

On the run

Teachers formed the biggest professional group in last year's London Marathon and hundreds are in training for this year's event on April 17. Among them is Rob Burn, a senior lecturer in the Faculty of Art and Design at Bristol Polytechnic who raised £500 for his local village school when he completed the London run in 1981 and who has since finished marathons in New York and Athens. He took up running at the age of 36 and has written a humorous diary of his training to be published next Monday. *In the Long Run* by Rob Burn is published by Pelham Books. Price £6.95.

Boxing scheme

The standards scheme of the Schools Amateur Boxing Association has been revised. Again, three levels of achievement – proficiency, county and national – are put forward. A boy need swing no punches in anger to progress. At the top level he will be watched sparring and have to do it under controlled conditions such as "Defence only, show use of sidestep". Minimum age for the elementary test is 10.

Besides a new booklet revising the standards scheme, another is available in the "Know the Game" series from EP Publishing, East Ardsley, Wakefield, with the title, *Amateur Boxing*. In the foreword, Wilf Young, former chemistry master and now secretary of the SABA, points out that no boy is allowed to box competitively unless he belongs to the ABA medical scheme.

In-service cycling

Awards, but for teachers not pupils, are for the winning in the cycling world. The English S[...] Cycling Association, in conj[...] with the British Cycling [...] scheme, last year launched [...] teaching certificate course.

Though the venues and d[...] these courses have yet to b[...] one or more will certainly be [...] Eastway track in east Londo[...] May all information should b[...] able from the national coach, [...] N. Greenfield, 157 Kingsdow[...] nue, Weston, Southampton.

Paying by the y[...]

The winter run of the [...] Amateur Athletic Board fro[...] O'Groats to Land's End has re[...] after breaking for the winter i[...] December.

By then the run – each fi[...] section of the route is allocat[...] different school – had [...] Ripon, north Yorkshire. [...] sorship is sought for each 40[...] covered and last year mor[...] 38,000 children raised [...] £200,000.

Getting there

Map-reading for infants is not [...] idea, according to the S[...] Orienteering Association. A bo[...] introducing children of that a[...] simple navigational proble[...] their locality has been transl[...] Mr James Martland of Liverpool [...] versity school of education.

It starts from the easiest of [...] – familiarizing the children wi[...] materials they will meet at o[...] teering control points – and pr[...] ses to allowing the children to [...] their own maps.

It's easy to find your way fro[...] Martland, School of Educatio[...] University, 19 Abercrombie S[...] Liverpool. 75p.

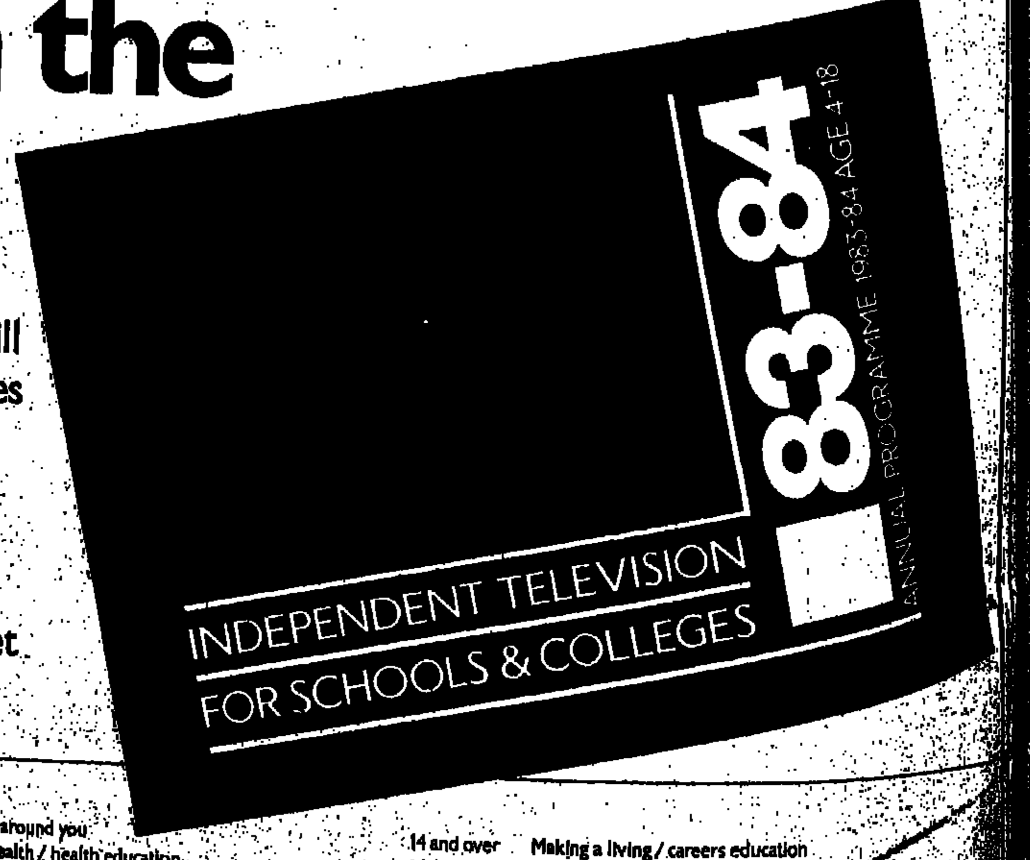
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5-6	Let's read... with Basil Brush / Introducing reading	8-13	How we used to live / social history	14 and over	People and politics / political education
5-8	Alive and kicking / all about me	9-12	Tomorrow's people / living in a multi-cultural society	14-17	History in action / twentieth century world history
6 and over	Stop, look, listen 'A' & 'B' / environmental studies, language development	9-12	Middle English / talking, reading, writing	14-17	Physics in action / O-level and CSE physics
6-7	Seeing and doing / miscellany	middle	Insight / for deaf children and slow-learning groups	14-17	Starting out / personal relationships
7 and over	Basic maths	10-13	Living and growing / sex education	14-17	The land / geography of Britain
7 and over	Starting science	11 and over	Believe it or not / religious education	14-18	Documentary re-run / general
7-9	Finding out / general interest	13 and over	Your living body / human biology	15 and over	10 x Economics / economics
8-9	Gather round / religious education not HTV	secondary	The French programme	15-18	Facts for life: / health education and human biology
8 and over	Ways with words / English / language development	secondary	The German programme	16 and over	Britain / history, general studies
8-11	Picture box / creative stimulus	secondary	Craft, design and technology '1' & '2'	A-level	Geography today / the search for order
8-11	A place to live / natural history	13-18	The English programme / miscellany	A-level	Evolution / biology
		14 and over	Cities / geography, careers education	A-level	Experiment / physics, biology and chemistry

ANNUAL PROGRAMME 1983-84

NEWS

Bert Lodge examines current thinking about the role of the Church in independent education

Why the parson turns his nose up at public schools

Will the day come when not a single dog-collar can be found among the Old Boy ties in the masters' common room?

Dr John Rae, the head with a well-known nose for controversy, hinted it was beginning to happen when he spoke to the prep schools' conference last September. Signs were that the Church of England was beginning to stand off from private schooling. Why else would the Bishop of Taunton have written a report for the Headmasters' Conference, due a fortnight later, on the problems of lecturing school chaplains?

Dr Rae, whose own school at Westminster is literally back o' the Abbey, quoted from it: "Bishops and senior clergy who advise young priests are no longer at ease with independent education in a way that could be assumed 20 years ago. Young clergy themselves reflect this ambivalence and many who might be well qualified to do so would not seek a post in an independent school as a matter of principle."

Dr Rae was first puckish, then dour. "As we have it on such good authority that it's more difficult for the rich to enter the Kingdom of Heaven, the clergy have no business turning their backs on children they regard as privileged."

Later he added, "If we are to keep Christian values alive in our schools we would prefer to do it with the help of the Church. But if necessary, we will do it without."

Since Dr Rae posted his warning, half a dozen independent schools have advertised for a chaplain in *The TES* or *The Church Times*. The first was Birkenhead School last November.

"We had a good selection of replies and we were delighted with the response," Mr John Gwilliam, head, said this week.

In January it was the turn of Monkton Combe which looks across a valley near Bath, has a tradition "unashamedly Christian", and a reputation for producing bishops. An advert which calls for a chaplain who will be head of RE and which can keep down applications to "Evangelical Anglican clergymen between 28-45" shows no sign of panic that nobody out there is heeding.

"A good response in terms of quality but not enormous in terms of quantity" was the verdict of the head, Mr Richard Meredith. Considering the rigid specifications, he thought the 15 or so serious applications plus "a lot of others who wrote" was nothing to grumble at.

In the same month, Bedford also wanted a chaplain and head of RE who could teach the subject – or if



Sir James Cobban: Church too deeply involved

not that, another – up to S level, would have a strong commitment to pastoral care and an enthusiastic willingness to be fully involved in school life. Between 20 and 30 replies were received and Mr Ian Jones, head, reckoned that of the six short-listed most could have done the job equally well.

For the 950 boys and girls at Oakham, a senior chaplain to one already there was sought in February. There were 20 to 25 applicants, but as Mr Richard Bull, head, observed, most were over 45, married with children.

This could be a trend which



Dr John Rae: Keeping Christian values

would rightly concern the independent schools. For muscular Christianity in the benevolent sense, young men are needed. Yet in his report the Bishop of Taunton explains there has been a resurgence of clerical commitment particularly from the newly ordained, to the challenge of working in a parish. "There is now no such thing as a 'quiet country living'. Rural areas invariably consist of groups of parishes which are seen by younger clergy increasingly as demanding opportunities which will stretch their abilities to the full."

A comfortable flow of candidates for jobs in schools still looks assured (and with a parson's living at not much more than £5,000 a year compared with Burnham, it can be expected) yet it should not conceal a significant strain of antipathy to private education among some clergy. For one thing more and more of them did not go to private schools themselves.

This does not include their most elevated spokesman, the Rt Rev David Sheppard, Bishop of Liverpool, the title of whose latest book, *Bias to the Poor*, makes clear his lack of it towards the rich. Public schools should be done away with, he reckons, though like most of the Lords Spiritual he went to one, Sherborne School, Dorset.

Close behind comes Canon Eric James of St Albans Abbey, the director of Christian Action, whose arguments are largely those of R H Tawney, pioneer intellectual of the Labour movement. Public schools are a system of social segregation, said Tawney. How can the clergy then preach St Paul's words that we are "members one of another" and "all one body" asked Canon James in a letter to *The Times* last September, if they are doing it from public school pulpits?

Chaplains-in-residence have defended themselves with sleeves rolled up. "Privileged? Where do any of us stand in relation to an Indian peasant?" asked the Rev Ian Ogilvie, of Malvern, chairman of the Chaplains' Conference, in a letter to *The Church Times*. And added, "Have we a right to say how people should spend their money?"

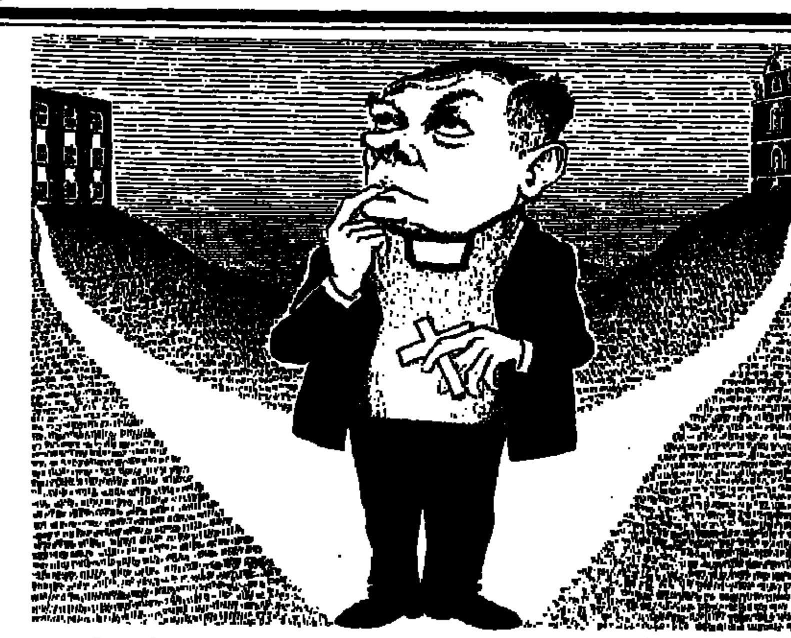
The Rev Brian Stowe, Ellerslie School, develops the "privilege" argument in the school chaplains' newsletter. "On these grounds, clergy should only minister in deprived areas and the Church should abandon all the smarter residential districts. But even this is but a parochial view of the situation. Logically the Church should abandon concern for wealthy Britain and devote all its manpower and resources to ministry in the poverty-stricken Third World."

And the Rev D W Cooling, secondary-modern educated, 11 years teaching in a comprehensive, now chaplain of Epsom College, concluded with, "The presence of the Church in independent schools is not an advocacy of privilege or social division any more than prison chaplains advocate crime or hospital chaplains disease."

Stout defenders, all. Yet not a month after John Rae's speech to the prep school masters, the Church of England announced that a working party was to be formed to establish "a more permanent liaison between the Church and the private sector".

The push undoubtedly came from the public school side with the Church of England acceding. "If you've no money, have a conference; if you've no commitment, agree to a working party," was the comment of one non-sympathizer.

But as Sir James Cobban, former head of Abingdon and subsequently deputy chairman of the Governing Bodies' Association, a member of the working party, points out, the Church is too deeply involved in independent schooling to just walk



away from it.

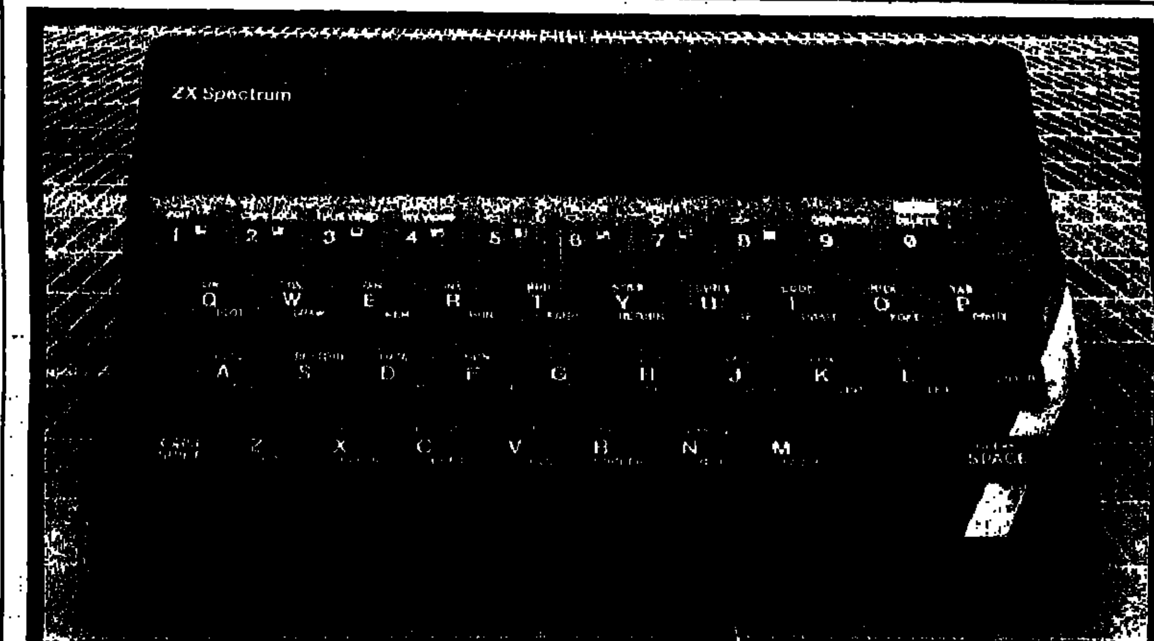
The 26 schools in the Woodard Foundation, Lancing being the flagship, pioneered in the last century by the Rev Nathaniel Woodard, were institutions where boys would be taught the Christian faith according to the Book of Common Prayer. Nothing more Church of England than that.

Many of the remainder, probably the majority, are Anglican, if not by foundation, then by usage and tradition and make a point of saying so in their advertising literature.

They do wisely. They are after all in the marketplace meeting customers' needs. Their consumer appeal was exemplified in a letter to *The Church Times* last November from Mrs Doreen Taylor of Chard: "My husband and I chose King's School, Canterbury and St Mary's, Wantage for our children not for snobbish reasons but because we knew they would get a sound Christian upbringing – which is more than we could say for the state school where the headmaster was an atheist."

Sentiments not very different from those of Squire Brown as he put his son Tom on the stagecoach to begin his famous schooldays at Rugby: "If he'll only turn out a brave, helpful, truth-telling Englishman and gentleman, and a Christian that's all I want."

There ought to be a role in that for the Church somewhere, think Dr Rae, Sir James Cobban and quite a few others.



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TES2

People



Administrative appointments

Mr Jim Stevenson has been appointed head of BBC Educational Broadcasting Services and Education Secretary from March 21. Mr Stevenson is at present BBC Deputy Secretary, and was formerly Head of Programmes for the BBC's Open University Production Centre. He joined the BBC in 1969 after lecturing in biochemistry at Warwick University. His predecessor, Mr John Bell, is leaving to become vice-chairman of the Police Complaints Commission.

Sir Keith Joseph has appointed five new members to the Social Science Research Council. They are: Professor Robert Steel, whose term of office will run until July 31, 1985; and Professor James Durbin, Professor Phillip Levy, Mr Ian Byatt and Mr Andrew Noble, appointed until July 31, 1986. They replace Sir Goronwy Daniel, Professor Dorothy Wedderburn, Professor M J Wise, Mr H J D Cole and Mr D Brooks.

Mrs Diane Griffin, head of Thomas Estley High School, Leicestershire, appointed director of Beaumonor Hall, Leicestershire's in-service training centre.

Dr Roger Mylward appointed to the post of senior assistant education officer (education and training) with Devon education authority. Dr Mylward, 38, has been the county's assistant education officer for higher and further education since 1977.

School appointments

Mr John W Caithness, senior master at Blairmore School in Aberdeenshire, to be headmaster of Catteral Hall, the junior preparatory school for Giggleswick School. Mr Caithness, who will take up his appointment in September, is to succeed Mr K H Green who is moving to Rose Hill School in Gloucestershire.

Dr G H Goddard, deputy head of Rougemont School, Newport, Gwent, appointed head of Derby High School for Girls with effect from April 1. Mr R D Amos, at present housemaster at Wellington School, to become head of senior school (and second master) of Rougemont School from September 1, 1983.

Announcements

BE

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Boyson joins protest over l.e.a. threat to denominational schools

Parents fear loss of free travel

A north London council has angered Jewish and Roman Catholic parents by investigating the possibility of withdrawing free travel passes to children attending schools outside the borough boundary.

Dr Rhodes Boyson, junior education minister and MP for Brent North, has written on the parents' behalf to the London borough of Brent warning that such a ban would discriminate heavily against the religious minorities. Hundreds of Jewish and Roman Catholic children who have chosen denominational schools would be affected.

In a letter to the borough's chief executive, Dr Boyson said that the withdrawal of free travel passes would be seen as prejudice against religious schools and, ultimately, against religion itself. He added that such action would be totally against the spirit of the 1944 Education Act.

The Act states that children are entitled to free transport if they travel more than two miles to school when they are under eight years old and more than three miles when they are over eight.

It implies that the cost must be met when they are travelling to their nearest school but is not explicit about the rights of children travelling to their nearest denominational school. However, a settlement reached with the Churches at the time of the '44 Act recognized the rights of parents to choose religious schools.

"Parents cannot exercise that right of choice unless they can afford to get their children to the school," said Dr Boyson this week.

Mr Bryan Stark, chairman of Brent's education committee, said free transport for children travelling outside the borough cost £280,000 a year. "Whenever we discuss this we get a flood of objections but we are entitled to consider it. I agree it would be a difficult decision to [illegible] and we shall not take it without [illegible] discussion." He believed the [illegible] would now be deferred until [illegible] after the main budget decisions [illegible] been taken.

Brent has a sizable Jewish population but the Jewish [illegible] schools are all in neighbouring boroughs. Several Roman Catholic parishes overlap borough boundaries and their schools are sited with [illegible] heed to Brent's borders. In addition, a newly-established Church of England school in the neighbouring borough of Ealing has begun to attract Brent children.

Waldegrave heckled as he claims cuts have not damaged higher education

by Biddy Passmore

It was a myth that the Government's higher education policies had laid Britain's universities and polytechnics low, Mr William Waldegave, minister for higher education, said last week.

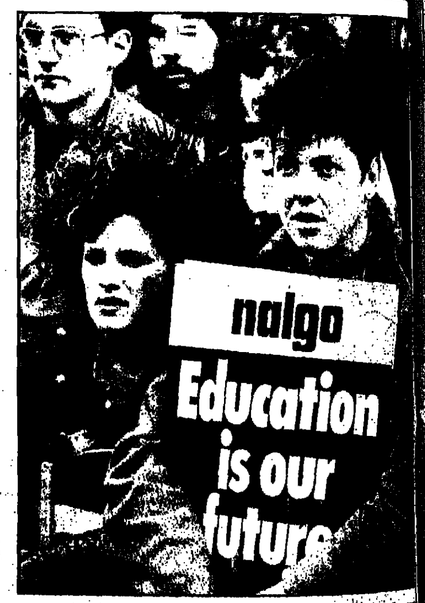
He faced constant heckling as he addressed a meeting at Central Hall, Westminster, after an estimated 25,000 higher education staff and students had marched through the streets of London to protest at the erosion of post-school education opportunities.

Mr Waldegrave said the proportion of 18-year-olds entering full-time degree level courses had risen from 12.4 to 13.2 per cent since the Government was elected. If people taking part-time further and higher education courses and those taking professional training in firms were added in, Britain's record was better than France, Germany and Japan, he claimed.

But other speakers did not agree that the damage was mythical. Mr David Steel, the Liberal leader, said as many as one in seven eligible applicants would be denied the right to develop their education this year.

And Mr Neil Kinnock, Labour's education spokesman, said the Government's education policies had led to the loss of more than 105,000 workers in education since June 1979, including 35,000 teachers and further education lecturers and 5,000 academic staff in higher education. There were between 30,000 and 40,000 fewer higher education places than existed two years ago, he said.

Earlier in the day, Mr Neil Stewart, president of the National Union of Students, told a rally at Tower Hill that the 61,000 higher education places that could have been filled by qualified people would be lost over the next two years.



Right: some of the students who took part in the rally at Tower Hill. Picture: Stefano Cagnoni (IFL).

Bert Lodge visits Nelson and Colne, a community college directly involved in helping the growing ranks of the unemployed

Easing the pain of the dole queue

Any college which believes it serves a neighbourhood ought to be constantly asking itself: "What should we be doing next?"

This question has become increasingly urgent for Nelson and Colne community college. In that high narrow valley of north Lancashire, where the land strains up towards the Pennine roof, numbers out of work have trebled from 1,500 in 1980 to 4,500 in 1982.

Nelson with a population of about 30,000 is almost twice as big as Colne four miles upstream. Both were mainly textile and engineering towns, but as Hongkong and Taiwan prospered rapidly, the two little Lancashire towns declined at the same rate. Light engineering, too, has also lost one shop after another.

In some parts of the country little alternative employment has moved in to replace the traditional industries; not so here. And the problem is made worse by many of those on the dole not being English.

Encouraged here from Asia in the 1960s when there was plenty of work they have never learnt the language well enough to adapt to other jobs now the major occupation has disappeared.

A new and melancholic label started to be attached to those out of work – "the long-term adult unemployed". No easy answers when the college began to ask: "What can we do for them?"

The liberal studies department under David Blezard decided the first practical thing was to help the newly-unemployed to cope with the new and unfamiliar experience of being redundant.

With the help of Manpower Services Commission money a small project team started pitting together advice for them. The exercise was not new for some of the team, as they, too, had been made redundant.

They laboured for a year and the end product is an inch-thick blue folder with seven sets of leaflets, each a different colour, with titles working through from Your Job Becomes Redundant, Working Your Notice, Claiming Supplementary Benefit, to Finding Work and Using Your Free Time.

The layout and simplicity of language show the authors never lost sight of their many hundreds of readers who would have found it simpler in Urdu or Gujerati. All the same, the play on words in some of the cartoon illustrations might puzzle some of these readers.

This advice is nothing if not thorough and comprehensive although the list of cheap, yet nourishing, recipes (the first is hot-pot – what else?) for life on the dole again seems exclusively for home-cultivated palates.

But the whole pack is a valuable tool to put in the hands of people picking up their last wage packet for who-knows-how-long. It boosted morale among the projection team when the Open University guaranteed to pay for the printing and piloting of 500 copies of the packs.

But what when the first few months are over? The restless innovators of Nelson and Colne were also working on that. Another team has been producing learning materials – the sort the student can work through on the kitchen table at home – to get him or her above the level of being able to count a pocketful of change and understand the advertisement hoardings.

Because they involve the manipulation of the techniques are tied to topics such as benefits and how to convert hobbies into a money-making venture.

Now the college is well aware that dozens of other adult education lecturers have for some time been engaged in similar efforts.

A third team spent most of last year bringing together all those different productions of distance learning and independent study materials into a single catalogue.

The *Open Learning Directory* published this month, details more than 500 items covering study materials from basics to A levels.

Nelson and Colne have both been gratified at the help received from the Open University, the Community Enterprise Training Unit, the Advisory Council for Adult and Continuing Education, the Council for Education Technology and several individual colleges.

But as Derek Crossland, a colleague of David Blezard in the enterprise points out, provision is still a bit ad hoc for the problem of the long-term adult unemployed – which he believes is likely to get bigger and longer. "It really is time the Government stepped in," he said.

Open Learning Directory. Ouse Press, 82 Castle St, Cambridge. £4.95.

1,336 grammar and comprehensive candidates start next autumn as cuts mean fewer places overall

State schools account for half intake at Oxford

by Biddy Passmore

The proportion of students entering Oxford University from state schools this autumn will again be about half, as it has been for the past three years despite more college schemes to attract candidates from comprehensive schools.

Figures released by the university last week show that 1,336 candidates (49.7 per cent of the total) have been accepted from comprehensive and grammar schools and sixth-form colleges and 1,265 (47 per cent of the total) from independent schools. Comparable figures for last year were 1,404 (49.4 per cent) and 1,325 (46.7 per cent).

The overall number of places is down by 5.4 per cent because of Government cuts. Applications, however, rose slightly – from 7,539 to 7,701 – and are now 45 per cent higher than eight years ago. The fiercest competition for places was in English and medicine.

Just under half (47 per cent) of the places went to candidates who will be sitting their A levels this summer. The great majority of these – 909 out of 1,310 – got in through the special entrance examination and most are from the maintained sector. A further 220 have offers conditional on good A level grades. The remaining 121 have so-called "matriculation offers", for which no particular grades are required. Ten colleges now admit some students on this basis, pioneered by Hertford College in the 1960s to attract promising state school candidates, and others are expected to follow suit this autumn.

Most of the 1,274 candidates who got in after A levels are pupils from independent schools who stayed on an extra term to sit the entrance exam.

The overall balance between students from the state and independent sectors conceals great differences between colleges. Christ Church, Merton, Exeter, University and New colleges all took more than 50 per cent of their new entrants from independent schools last autumn. Jesus, St Hilda's, Hertford and University, on the other hand, all took more than 60 per cent from state schools and colleges.

Increasing the proportion of entrants from the state sector is the general concern of the committee on Oxford admissions chaired by Sir Kenneth Dover, president of Corpus Christi college. The present arrangements are said to discriminate against candidates at maintained schools, most of which cannot afford extra tuition for the special exam.

The strongest runner at present is said to be the abolition of the seventh term exam, so that all candidates would have to sit the exam before their A levels. This change was considered and rejected by college tutors last May, but is now thought to have gained wider support.

There is also strong support for abandoning the special exam and admitting all students on A levels. But opponents argue that the exam is a better predictor of academic success than A levels and that relying on A levels might simply give independent schools an even greater advantage.

State school heads want the special exam to be taken in the same term as A levels, perhaps as a replacement for the current "special" paper.

They also want a reduction in the autonomy of individual colleges. A letter to the committee from the Secondary Heads Association says candidates' success can depend as much on a college's popularity as on the student's quality – and that state schools are often ill-placed to know how to "play the market". There should be a move towards university rather than college papers, the association says.

Meanwhile, the exam has been changed so that candidates for entry to Oxford next year will sit fewer papers. In most subjects, the number of papers has been reduced from four to three by cutting out the general paper – a move that has alarmed some heads, who consider the general paper the best chance for a candidate to show potential.

A similar reduction in papers is taking place at Cambridge, so that candidates can more easily sit the exam before their A levels. A move to abolish the scholarships and exhibitions awarded on the basis of the entrance exam also seems likely. But there is no plan to do away with the exam itself and colleges will continue to make awards to students once they have started their course.

Place special-need pupils in the mainstream

by Richard Garner

Children with special educational need could be concentrated in a few mainstream schools in individual education authorities, according to a report published by the National Union of Teachers last week.

The purpose of the report, *The Education Act 1981 – a union guide*, is to prepare for the 1981 Education Act requirement that l.e.a.s make far-reaching changes in organizing special education, which must be fully implemented in April.

The pamphlet says such a move would reduce the cost of implementing the Act and adds: "There is no reason why this should not be acceptable to the union, provided it is recognized that the number of children in any school should not be large enough to alter its character significantly."

The report cites the opinion of an unnamed education authority that the Government's view to implement the Act without extra resources was "at best naive and certainly mistaken".

It warns that some authorities might be tempted to place children in schools which cannot cope with their needs, adding: "The union believes that this already happens in some areas, where pupils who ought, in the old terminology, to be classified as maladjusted, are sent to schools for the educationally subnormal."

The report says that the union recognizes it "may be inappropriate to allocate children with particular special needs to the same school as children with certain other disabilities".

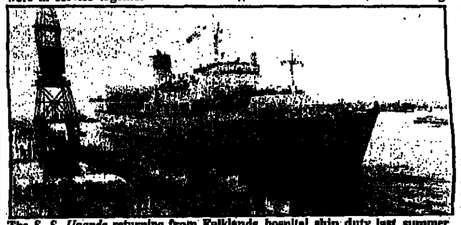
"For example, it would be particularly difficult for one school to make adequate provision both for children whose only handicap is physical and for those with severe learning difficulties."

The report also calls for adequate opportunities for in-service training for teachers.

Military role for Uganda marks farewell to P & O school cruises

The rechartering of the *S S Uganda*, Britain's last school ship, for a two-year stint ferrying troops from Ascension Island to the Falkland Islands, has proved to be the swansong for Britain's educational cruises industry.

P & O Educational Tours, which has operated *Uganda* since merging with rivals British India in the 1970s, is to cease operations from next January. Since British India inaugurated school ship cruises in 1961, more than a million British children and 70,000 teacher-chaperons have enjoyed an educational fortnight swanning round the Baltic and Eastern Mediterranean. When the market was at its peak in the late 1960s, three school ships were in service together.



The S. S. Uganda returning from Falklands hospital ship duty last summer.

Although P & O operates three-quarters of the greatly diminished flotilla of deep-sea passenger ships still sailing under British colours, a replacement for *Uganda* was ruled out shortly after the 30-year-old flotel was recalled for her second Falklands stint. Last spring, *Uganda* served as the Task Force hospital ship; once her Falklands refit helipad had been removed and her smoking room restored to its Cowardesque ambience after having been turned into an intensive care unit, in the autumn *Uganda* returned to schools cruising for what turned out to be a mere two months.

Sixteen thousand schoolchildren held bookings on *Uganda's* 23 sailings scheduled for 1983, some dating back as far as two years. All were offered the alternative of hastily put together single country land tours of Israel or "classical" mainland Greece. The poor take-up for these land programmes – only 12 per cent – spells financial calamity for 1983 and sounded the death knell for P & O educational tours division.

Economics has had as much to do with P & O's decision as the Falklands factor. Prices had rocketed. In the early 1970s a *Uganda* fortnight cost less than £100; by 1983, this had risen to £350, with £400 projected for 1984 . . . and with pocket money still to be reckoned. Where to find a thousand schoolchildren every fortnight in recession-ridden Britain willing and able to part with £350 was threatening to become a recurring commercial nightmare for P & O.

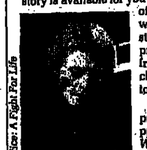
With *Uganda's* departure goes a tradition which dates back to 1932, when Scottish schools first used unconverted British India troopships confined to British ports during the Indian monsoon season. Heads without promotion points to play with will have to dig very deep from now on to find a comparable reward for deserving staff. Most important of all, during the next generation, it looks as if a million sets of young eyes and ears are going to be denied a porthole on the world.

Michael Houser

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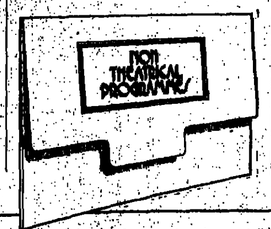
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SCHOOL TO WORK

Builders lay the ground for big YTS programme

The construction industry has decided to put virtually all its apprentices and other school leaver trainees through the Youth Training Scheme.

It will do so through a nationally-run programme which dwarfs any of the other projects so far put forward for the YTS. The construction training scheme, which will involve every kind of firm in the industry, from huge civil engineering companies to small jobbing builders, aims to provide 20,000 places for trainees from September this year (August in Scotland).

Two out of five will represent the trainees who would otherwise have been taken on by employers, and the rest youngsters rescued from the dole queue.

The scheme is to be run on behalf of the employers by the Construction Industry Training Board, which is likely to become by far the biggest managing agent in the YTS. It will draw something like £40m from the Manpower Services Commission, out of which it will pay the trainees allowances and the cost of training them. The board will offer no other training courses to school leavers.

cases choose the trainees, arrange for their off the job training at colleges and training centres, and place them with employers for work experience. This is a pattern of management which is being adopted in other industries only where employers lack the resources to take responsibility themselves for sponsoring trainees.

In fact, one section of the construction industry – electrical contracting – is insisting on keeping the overall responsibility for its trainees. Its employers have signed an agreement with the union under which youngsters will be taken into employment and have to serve a probationary spell before signing up for apprenticeship under the YTS.

The board will still act as managing agent and arrange the off the job training for the electrical trainees, but another group of specialist employers, the plumbing companies, have decided to stay out of the industry's scheme altogether.

The training provided by the board will vary from sector to sector, and fit in to the longer training programmes already established. Outside the electrical scheme, trainees will only be told at the end of their YTS year whether they are going to be kept on for further training and employment.

Agreement on the scheme follows a long series of often-stormy discussions between the commission and the board, who are still involved in a bitter row about the funding of past training schemes.

The board's chairman, Mr Leslie Kemp, announced late last year that the industry would only cooperate in the YTS if it were left a completely free hand to decide on the content and standards of training, and that it could not in any case afford to pay colleges for the further education involved.

In the event, the board appears to have agreed to pay the same college fees as other employers, and to accept the MSC's criteria for foundation training, in return for being allowed a free hand in the day-to-day running of the scheme throughout the country.

Edited by Mark Jackson

MSC pressed to rethink course limits

Local authorities are trying to persuade the Manpower Services Commission to reconsider its decision to limit Youth Training Scheme college courses to 13 weeks.

Leaders of the Association of Metropolitan Authorities have told Mr David Young, the commission's chairman that the decision, which has aroused consternation in colleges since its disclosure by *The TES* last month, will make it impossible to provide a large group of leavers with the training and education they need.

They have drawn particular attention to the plight of those who need many months of remedial work before they can progress to ordinary training.

The courses in question are not those being paid for by employers who take on YTS youngsters, but rather those to be run under what is called Mode B, where the college acts as sponsor and gets its fees directly from the MSC.

The colleges take responsibility for finding work experience placements for their trainees, and the AMA is pointing out that many will be in serious difficulties if they have to find placements for nine months of the training.

Local authority associations and the commission are on the point of finalizing an agreement on a national scale of college fees for Mode B. It will be significantly higher than the scale agreed for charges to employers sending trainees to college under Mode A – the Mode A fees are discounted to allow for the savings authorities expect to make because they will have fewer traditional apprentices to educate.

Mode B fees will be based on averaging out the full cost of courses, and will be charged by the course hour.



Clerical duties: Darren Hurst, 17-year-old former headboy at Manningtree School, Ardleigh, Essex, has become the first teenager to train in the Church under the Government's Youth Opportunities Programme.

During his six months on the scheme, Darren will be supervised by the Rev Peter Ball (above), the Rector of Lawford, and will visit parishioners and organizations and help with general administrative work in the parish.

He will also work in the Diocese of Colchester and Chelmsford, while studying for his O level in religious education. Darren's ability to type has been put to immediate use: he is helping to prepare Lawford parish magazine. Last Sunday Darren read the prayers during the service at St Mary's, Lawford.

Commission sends out brief pack

A pack containing two leaflets and a few posters is being sent out by the Manpower Services Commission on Monday to schools throughout Britain. It is the commission's way of briefing teachers on the Youth Training Scheme which begins at Easter.

The commission is spending £1.5m on a mass advertising campaign to sell the three-month-old scheme to employers. It intends to spend the same amount oin briefing youngsters and their parents with a campaign beginning next month which will include television commercials, but there is no plan to advertise to teachers.

Commission chiefs agree that teachers may have an important role in advising youngsters but say that they can get their information from careers service.

The material in the pack has, in fact, been produced mainly for use in careers offices, and a short covering letter directs schools to go to the careers service for further information.

Mr Norman Stone, the commission's marketing chief, says that he will wait to see what effect the pack has before deciding whether to do anything more about the schools.

The MSC consulted the Department of Education and Science before deciding to send out the 11,500 packs, its first direct mailing to schools.

Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week that im nost part of the country careers departments were already running their own briefing sessions and seminars for teachers, pupils and parents.

He thinks this is preferable to a system of direct briefing by the MSC, because the careers service can be relied on to give unbiased information and advice, and also to point out the limitations of the scheme.

Careers Diary



by Brian Hea[illegible]

It may be the pressure of wo[illegible] perhaps more to the point, the re[illegible]sults of A level mock examina[illegible] but either way this is usually [illegible] time of year when sixth-form[illegible] thoughts are often turning to [illegible] idea of having a "year out".

It is a sound enough idea if [illegible] properly planned and executed [illegible] most college and university a[illegible] sions tutors go along with [illegible] principle, the exceptions being [illegible] those subjects such as mathem[illegible] and physics in which a break [illegible] continuity might be detrimental [illegible] in fact, is the important question [illegible] ask oneself, irrespective if the subje[illegible] to be studied.

A twist to the idea is given [illegible] number of sixth-formers every [illegible] who, after A levels, have [illegible] full-time employment in [illegible] faith, only to find that the [illegible] not suit and so they leave a[illegible] of the year to go on to [illegible] education.

The usual reason for w[illegible] year out is often to come [illegible] with the "real world" and [illegible] opportunity exists than to w[illegible] the Simon Community – the [illegible] for caring on Skid Row. We[illegible] deal with such problems as [illegible]ism, drug addiction and p[illegible] disorders – the people in need [illegible] men and women, young and [illegible] Simon workers live on the [illegible] terms as Simon residents [illegible] their poverty, which [illegible] means living out of a suitcase [illegible] sleeping bag on the office floor [illegible] average working day is 16 h[illegible] there is one day off each w[illegible] 10 days' leave every three [illegible] with a weekly allowance of [illegible] plus a tobacco allowance. A[illegible] attracted to the idea should [illegible] the Simon Community, St [illegible] House, 129 Malden Road, Lon[illegible] NW5.

Other ideas about [illegible] schemes are to be found in *The[illegible] Between*, a Hobson Press publication (Bateman Street, Cambridge) and the *Directory of Jobs and Caree[illegible] Abroad* (Vacation Work, Park End Street Oxford).

Many sixth-formers are attracted to social work in its various form[illegible] and for those interested in full-time Christian service, two Easter confer[illegible]ences are being arranged. These w[illegible] take place at Jesus College, Oxford (April 6–9) and York (April 11–14). The conferences are for students of both sexes and of any denomina[illegible]tion. The cost of £18 [illegible] accommodation and meals [illegible] plications should be [illegible] March 16 to the Secretary [illegible] Vocation Advisers, ACCM, Church House, Dean's Yard, London SW1P 3NZ (Tel 01-222 9011 ext 243).

Finally a reminder for teachers involved with computers, about the two Salford University conferences "Structured Programming with Pa[illegible]cal" (March 28–30) and "The BBC Micro-computer" (four courses of two days each from March 28 to April 19). There are also two other courses for teachers who are interested in biochemistry and [illegible] electronics. Details about all these courses are available from the Conference Officer, Room 327, Maxwell Building, University of Salford, Salford M5 4WT (Tel 061-736 [illegible] ext 449).

Keele conference

A conference on "14–18; the [illegible] vocationalism in school and FE" is being held by the Association [illegible] Teaching in the Social Sciences in conjunction with the Keele Uni[illegible]versity Department of Education (details, Denis Gleeson) at Keele from September 23–25.

Courses

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OVERSEAS

Striking while the ire is hot

UNITED STATES

Many American states are cutting education – but, as Patrick McQuaird reports, teachers are fighting back.

The longest teachers' strike in the history of the United States, lasting 82 days, ended recently in Pennsylvania. Teachers have agreed to a new contract with the local school board but are appealing against court-ordered fines of $3,000 (£1,900) each.

In Montana some 30 principals and school administrators recently went on strike for four days over a seniority and pension clause in their new contracts. The principals accepted the school board's terms.

However, classes are open in Canton, Ohio, despite a strike by 120 teachers now in its fourth week, and in New York 1,000 teacher layoffs were averted after the city and the state reached a compromise allocating an additional $9m of state funds for the school district.

A 4 per cent spending cut for education in West Virginia will go through despite efforts by the state teacher's association to overturn the governor's order in court. Meanwhile, in Illinois, a similar suit has successfully blocked that state's plans to cut $159m in education spending.

The National Governors' Association and the National Association of State Budget Officers are predicting dismal days for most states. Figures released recently by the associations suggest that over half the country will be broke by the end of this fiscal year. Of these, 22 states will face "deficit and despair" while 13 will enter a zero balance.

For nine states facing deficits the aggregate shortfall is assumed to run at $2,000m while in 41 other states projected revenues will drop some $8,000m more than the figures drawn up six months ago anticipated.

A variety of austerity measures have been implemented or proposed, including the elimination of selective programmes, personnel cutbacks, and leave.

Permanent and temporary revenue-raising measures have been adopted by 39 states, some of which have imposed hiring limitations and layoffs.

The Governor of Ohio is calling for $190m in cuts for elementary and secondary education in the face of a $528m deficit, lower oil and gas revenues in Oklahoma will leave school districts $30.5m short, while higher education and human services budgets in New Jersey will share a $30m shortfall. Similar cuts are underway or have been announced in Rhode Island. Iowa, Nebraska, and North Carolina.

In their report the Governors' Association commented that "a recessionary wallop" had hit the entire country, with the traditionally immune "sunbelt" suffering as much as the frostbelt region. "Only a handful of states show improved balances in fiscal year 1983."

The governors concluded that this, their ninth annual report, "is by far the bleakest yet".



A digital watch on the runaways

From Charlotte Byers in California

These boys are being finger-printed for a youth identification programme, a voluntary project set up by the Redwood City Police Department, in California.

Sergeant Bill Pratt (above) started the project at the request of Mrs Donna Herbert, a local mother who thought the prints could help police to locate and identify runaway children and kidnap victims.

Sergeant Pratt said: "Finger-prints are a fast means of identification and they give that little extra sense of security to parents." More than a million youngsters ran away from home each year, he said.

In nearby Castro Valley, prints are being taken at schools. Parents are to keep one set, while police retain another. Sergeant Pratt thought it unlikely that the prints would be used if a child were to break the law.

Workers get to learn

Sri Lanka has set up a Workers' Eduction Association believed to be the first of its kind in Asia.

It was introduced by Mr P A Nock, director of the International Labour Organization (ILO) for India, Sri Lanka and Bhutan, who said that Sri Lanka was playing a leading role and should inspire labour organizations of other countries.

The association has brought together 14 trade unions, federations and three other institutions which are involved in worker education.

D B Udalagama

Second chance

More than 10,000 adults in Sweden taking primary schools courses again because they lack the knowledge to cope with everyday life, a report by the National Board of Education says. Most are aged between 25 and 34, and a third dropped out of primary school as children.

Chris Mosey

JAPAN

Axe poised on 8,000 jobs

More than 8,000 teaching jobs will soon be axed if proposed amendments to the 1983 education budget are accepted by Parliament.

This latest tough measure, which is expected to save £56m, excludes 3,000 jobs already threatened by the original budget proposals.

Nearly half the jobs will be lost by increasing class sizes in primary schools to 32 (4,100 jobs). There will be extra money for schools with large numbers of disadvantaged children, and this will create 625 extra jobs. Other jobs will go by reducing the number of secondary school teachers by 3.5 per cent (2,100 jobs), and phasing out physical education in the top classes of three secondary school types (900 jobs).

Lynne George

Failing to stay the course

SOVIET UNION

Kenneth Shaw on the drop-outs

Too many youngsters are failing to complete their prescribed 10-year education courses in the Soviet Union, especially in the outlying republics, and education experts are at a loss to explain this phenomenon, according to a Ministry of Education report. In addition, many students are passing their exams but are failing to find work suited to their abilities an qualifications.

One of the bright aspects of Soviet education, according to the report, is that more young Russians are leaving schools and entering technical education. Soviet planners are especially conscious of the need to give all youngsters a job, to maintain the promise to keep full employment at the top of the list of political and social priorities.

However, teacher training colleges seem to be incapable of dealing with the urgent problems now facing Soviet education. These establishments, asserts the report, should pay more attention to the rational deployment of young specialists leaving the training colleges. In some republics the gap between the plan and the actual conditions is too great.

One way out, according to some Soviet commentators, is to pay teachers and teacher trainers more money and to attend to their social needs.

It is expected that 1983 will see more resources being devoted to the extended day, to the provision of more pre-school places, and closer links between industry and schools.

All these requirements will put more stress on school teachers, and Soviet planners are beginning to look more closely at the working conditions of Russian teachers in the classroom. It seems that the status of the humble classroom teacher in Russia is to receive a long awaited boost.

TURKEY

The race is on and the stakes are high

Bernard Kennedy on the scramble for school places.

The competition for places in Turkey's special high schools has been brought to the Government's attention, with claims that 10 and 11-year-old children are being turned into "race-horses". The issue sheds light on peculiar discrepancies within the national education system.

The high schools range from prestigious institutions where most teaching is carried out through the medium of a foreign language, such as Istanbul's Galataray Lycée, to non-paying grammar schools within the state sector known as Anatolian Colleges. High school starts at the age of 14, but, as many schools have their own middle schools attached, competition for places begins at the age of 10.

Examinations for entry have been compared to the national lottery – with good reason. The growing demand and the relative lack of new places means that less than one candidate in ten is likely to be accepted this year. The "science high schools", for example, are offering only about 200 places – some 40,000 children have applied for them.

So although the special schools – public and private – appear relatively insignificant in terms of numbers (altogether they have no more than 10,000 places a year to offer), their existence affects a wide sector of the Turkish population. Parents, keen to ensure that their offspring learn at least one foreign language well and subsequently go on to university, are prepared to spend large sums on private lessons, for the examinations contain questions not catered for in the national primary school curriculum.

The pace is increased by population growth and a "keeping up with the Jones's" attitude among parents.

In the short term, the authorities seem to have no answer to this problem. Mr Hasan Saglam, the Education Minister, has pointed out that the education provided in the special high schools is not suitable for everybody, but he was also forced to admit that the quality of foreign language teaching in ordinary state high schools was inadequate.

In the longer term, the ministry is hoping that more special high schools will be opened. There are plans to set up at least three more Anatolian colleges, while an important bill on private schools now under preparation may lead to an increase in the number of private institutions – as well as tightening up the rules under which the private cramming schools which prepare children for the all-important examinations are permitted to operate.

Meanwhile a highly critical report of the country's entire education system is being prepared by the Turkish State Planning Organization. The report criticizes old-fashioned methods and the inadequacy of provision for practical subjects at all levels, as well as suggesting that the failings of the education system were partly responsible for the breakdown of law and order in Turkey in the late 1970s.

In primary schools (the only level at which education is compulsory), says the report, children are not taught the skills appropria.. to their environment, while middle school education (for 12 to 15-year-olds) is still incapable of producing enough qualified young people to supply the needs of the nation. As for the universities, they are said to be engaged in an "out-dated repetition of programmes applied in western universities".

The anarchy and danger to national unity of the 1968–80 period is widely believed to be linked to the present education system, the report continues.

Few Turks or foreign observers here will be surprised by these conclusions, although the fact that they are contained in a report by a leading public body could lead to a wider debate on education in Turkey.

Travel

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OVERSEAS

Gradually closing the education gap

CANADA

Figures show that Canadians are becoming better educated. Les McLean reports

Canadians have become better educated over the past 10 years, according to early results from the 1981 census. Among those over 14 years of age, the percentage with less than a grade 9 education fell from 33 per cent in 1971 to 22 per cent in 1981. At the same time the percentage with a university degree went up from 4.8 per cent to 8 per cent.

Statistics Canada defines the "education gap" as the ratio of the number of people with less than a grade 9 education to the number with university degrees. This gap has steadily narrowed: 7/1 in 1971 to 4/1 in 1976 and 2.7/1 in 1981.

The gap is still wide, however, in view of the fact that grade 9, – that is, with at least eight years of schooling, – is regarded by UNESCO as the minimum necessary to reach a level of functional literacy.

School rolls will continue to fall for at least five more years, since the birthrate continued to drop through 1981. This was true in every province but was especially marked in Quebec, where the decline has been sharper than the national average since 1961.

There is concern about this in Quebec and over the fact that it has experienced the greatest emigration of any province.

Canada's labour force grew by 40 per cent since 1971, but the proportion of people attaining some form of vocational or trades certification fell slightly – from 13.1 per cent to 12.2 per cent. Some provinces suffered high unemployment with Newfoundland showing a 100 per cent increase.

There was a small trend of students remaining at school longer (completing grade 11, 12 or 13) before going on to a trades course. This trend is expected to continue as course content becomes more technical and demanding.

Schools, especially in cities, have been signalling for some years that they face special problems with children from single parent families. The census showed that single-parent families increased by 28 per cent over 10 years, now comprising 11.3 per cent of all Canadian families. Many were surprised to learn, though, that in 1931 the percentage was 13.6.

CHINA

Agriculture reform gets priority

Agriculture and rural development will receive priority in educational reforms which China is introducing to make education serve more effectively the needs of the economy.

Mr He Dong chang, the Education Minister, told a ministry meeting that China must reorganize its educational system to cope with the nation's modernization, and to provide qualified workers in many areas.

The aim was to get the greatest return in terms of national construction. Mr He said education would have to adapt to meet the requirements of heavy and light industry.

But it is agriculture which the authorities consider the most important sector of the economy needing educational reform.

Although the rural economy has developed rapidly in recent years, its education lags far behind the demands, and speedy reform is needed to develop agricultural production and build up a prosperous countryside.



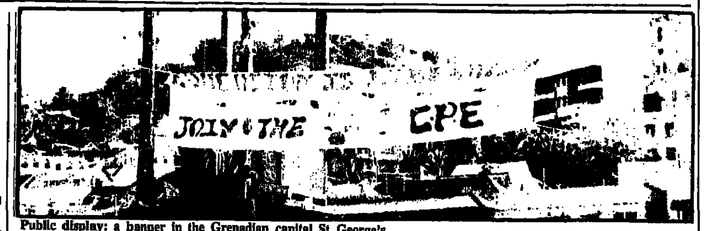
The reforms, recently approved by national and local education departments and official planning and policy bodies, include:

- **Structural change for secondary schooling, to conform with rural development;**
- **Rural educational reform to lead gradually to the formation of a completely new system, which would include agricultural science;**
- **Putting a stop to high school graduates leaving rural areas once they have qualified for a college education; and**
- **University training for specialists and teachers in the countryside, and research in agricultural science and technology.**

In addition, reforms in higher education announced last month give priority to rural development. From this year, a lower pass mark will be set for college entrance examinations for candidates who apply to study teaching, agriculture, forestry and medicine, and who are willing to work in the countryside.

Students from rural parts who want to return home to work on graduation will receive preference.

Jane Marshall



Public display: a banner in the Grenadian capital St George's.

Alan George on the revolutionary role of education in the tiny Caribbean island

Learning to be a united country

GRENADA

Throughout Grenada, which this month enters the fifth year of its socialist revolution, wall posters exhort the populace to study.

"Education is production too," proclaims one. "Study and learning are regular habits of a conscious people," declares another. The billboards underline the government's determination to expand educational opportunities, a task it sees as vital for the impoverished island's social and economic advancement.

Grenada's literacy and adult education classes – held at a country-wide network of Centres for Popular Education (CPEs) – consciously aim not just at enhancing academic skills, but also at fostering a sense of national and regional pride and identity, and at encouraging a personal commitment to the revolution and the drive for accelerated national development that is one of its key themes. The same approach characterizes the rest of the education system, and was highlighted by the designation of 1983 as Year of Political and Academic Education.

CPE classes have a distinctly political flavour – lessons drive home the objectives of the People's Revolutionary Government. The basic textbook, *Let Us Learn Together*, a 14-lesson literacy reader prepared by Grenadian teachers familiar with local circumstances, includes lessons such as "The land must produce" and "Our history of struggle". Pupils learn grammar through such phrases as "We are from the Caribbean" and "We are one Caribbean".

This may sound austere, but classes are not. One of the largest of the 85 CPEs opened so far is at Queen's Park, on the edge of the picturesque capital, St George's. Here, some 200 students – many from the depressed River Road suburb nearby – gather for three hours, two evenings a week, for lessons in a complex of low prefabricated huts that by day functions as a community centre. The atmosphere is surprisingly informal – one mother regularly brings along her small baby. The relaxed relationship between teachers and pupils, and the students' pride and enthusiasm, are plain.

The CPE programme is voluntary, and lessons and books are free. The volunteer teachers – many, but by no means all, primary school teachers by profession – receive only token remuneration.

The first phase of the CPE programme started in August 1980 and continued until February 1981. It aimed at teaching basic reading and writing skills, but met with considerable resistance because of its avowed concern with illiteracy. Older Grenadians were reluctant to attend classes that they felt would stigmatize them as social inadequates.

The programme was accordingly reorganized, and the revamped phase two was inaugurated last October. CPE students now follow a full primary school syllabus, starting with reading and writing.

In 1979 about 15 per cent of adult Grenadians were illiterate; the figure has already fallen to 5 per cent, according to the Government. Four years ago, however, functional illiteracy – an inability to read to write any but the most simple words and phrases – afflicted about one-third of the adult population, and it is at this problem that the current phase of the programme is mainly directed.

Successive extensions to the CPE syllabus are planned. In September it is hoped that students who pass the school leaving certificate, marking the end of the primary school courses, will go on to study for O levels. Longer-term plans call for the introduction of technical training. There are also plans for the provision of crèches – an important requirement in a country where almost half of all families are single-parent.

There was early resistance to the CPE classes but this appears to have evaporated. So far this year some 4,500 adults have registered in the programme, and Grenadian trade unions and other grassroots organizations, such as the National Women's Organization, have set themselves the task of increasing enrolment to 10,000 by the end of the year.

Plea for vocational schooling

INDIA

India's Education Ministry urging provincial governments make higher secondary educa more vocational during the cou year.

The federal authorities have commended the example set by southern state of Tamil Nadu, the federal government's own role in the matter is hardly encoura The Union territories are under direct sway, yet vocational edu tion has made little headway

The Central Schools Organi tion, another federal body wh runs a chain of schools with a form syllabus for children of fed al government employees has no better. In 1977–78, it offe vocational courses in dress-maki furniture-making, and in laboratory assistance. There were no take and the courses were withdrawn.

The Federal Education Ministry now plans to set up an All-In Board of Vocational Educatio under the supervision of the All India Council for Technical Educa tion, to devise vocational prog rammes and help provincial educa tion agencies to implement them.

The National Council of Educational Research and Train (NCERT), a Schools Council-type body, will also, with the Tamil Nadu government's help, evaluate the state's experience in the changeover.

A S Abraham

SPAIN

£90m boost for budget

The Spanish Education Minister Jose Maria Maravall, has announced an economic package designed to rescue the service from years of blackering and penny pinching.

Another £90m will be added to the already increased education budget and the lion's share of the bonanza will go to primary and secondary teachers. Some £70m will be used to narrow the long-standing gap between their earnings and those of equivalent graduate professionals. Irrespective of this equalizing measure teachers will benefit from an all round civil service pay rise of about 12 per cent.

The Minister has also announced that universities will be expected to exert tighter control over timetables. In future, lecturers' class loads will be published and each department will be expected to present an annual memorandum.

In schools, staff absenteeism and class work will be subjected to more rigorous inspection.

James Cannon

How it works out after the university years

ITALY

Rita di Guiseppe looks at who gets jobs among the country's graduates

Italy's most recent national statistics indicate that more than 200,000 people were enrolled at university in 1982. Only an estimated 70,000 will graduate after the prescribed four years. Where they go after graduation has been the object of a recent study conducted directly by the Ministry of Education.

The survey is a response to the complaints from all sectors of the labour market that education is little concerned with the supply and demand of intellectual employment, and indicated primarily that university graduates have an edge on non-graduates when it comes to finding a job.

Of the graduates, however, the study disclosed that a scientific or technical degree offered more opportunities on the job market (2 per cent unemployed) than non-technical or humanities degrees (10 per cent still seeking permanent employment four years after graduation).

The ministry's findings proved that engineers, veterinary and agriculture graduates lead the pack in finding employment within a year. They are followed closely by graduates in medicine, business/banking administration and economics.

Of the arts graduates, some are either precariously employed or out of jobs for years, with only law and political science offering the prospect of permanent employment, mostly in the civil service.

In fact, the survey shows that approximately 35 per cent of all of Italy's graduates become civil servants, more than double the amount (15 per cent) absorbed by industry.

Worst off are women (51 per cent employed compared to 81 per cent of men) who continue to be attracted to the already-glutted teaching profession, and graduates from the southern regions (63 per cent compared to the high 81 per cent employment rate in the industrialized north).

The survey, an important "first" for the ministry, was conducted through a cross-section of young people who graduated four years ago, and took two years to compile.

Some questions concerned social class and the profession of parents and the findings confirmed that in Italy doctors and lawyers more often than not "inherit" their profession from their fathers.

To the inquiry on job satisfaction only 28 per cent gave a positive reply; over 16 per cent were openly dissatisfied and the remainder were partly content.

When asked to indicate the most decisive factor in finding a job the reply "a good recommendation" (Italy's godfather principle) was in importance with capability performance. At the bottom of graduating with high marks.

LETTERS

Springing the language trap

Sir – I was delighted to read Professor Roy Harris's "Second Opinion" (February 25). If his only serious criticism of the argument of my pamphlet *The Language Trap* is that the standard English to which I would give all pupils access simply does not exist, then that is an objection which is easily disposed of.

If it were valid, it would render impossible the whole industry of teaching English as a Foreign Language. It is perfectly true that, as Professor Harris shows with examples like different *from*, *to* and *than*, there is a margin of disagreement about what constitutes the "correct" or "standard" form, but the cases that are at issue here constitute a mere fraction of 1 per cent of the utterances which are in daily use in contexts where standard English is considered appropriate. No teacher, whether of English-born or foreign pupils, has any difficulty in identifying the standard forms which correspond to the dialectal *we wants* or *we done*.

It is understandable that an expert in Romance linguistics should cite countries like France where the *Academy* has attempted to codify the standard language, but the absence of such an authority in Britain does not deprive us of a reasonably effective rule-of-thumb definition of standard which reflects the consensus of educated usage. The traditions of English usage, maintained – as Haas (1982) has put it – by "continual normative judgments", are documented by dictionaries and reference books and updated by authoritative grammarians like Randolph Quirk and his collaborators. So while I co cede that Professor Harris makes an important theoretical point, it is barely perceptible as an obstacle in practice.

If Marian Whitehead ("Letters", March 4) can bring herself to read *The Language Trap*, she will find it says much that she can support, though she and other correspondents who reproach me for the term "sinister claptrap" will also discover that nowhere in the pamphlet do I use that term. And if R A Leeson reads it, I think he will come to acknowledge that the pamphlet, so far from being a "right-wing diatribe", is in fact a passionate plea for the linguistic rights of the underprivileged.

PROFESSOR JOHN HONEY
School of Education
Leicester Polytechnic

Deprivation cycle

Sir – I have the impression that many of those reacting so intemperately to John Honey's pamphlet *The Language Trap* have not yet bothered to read it. He does not denigrate dialect or the "vigorous vernacular" of various "home areas".

If I interpret him correctly, Professor Honey is drawing attention to the crippling disadvantage (whether measured in social, cultural or career terms) suffered by working-class children whose teachers are – for whatever reason – reluctant to reveal to them the fact that some forms of both written and spoken English are more universally comprehensible and useful than others. Working-class children, indigenous or otherwise, do not need the assistance of teachers in learning to appreciate the nuances of their "mother tongue"; but teachers who do not break the cycle of linguistic deprivation are reinforcing disadvantage and failing to educate.

I suspect that most of John Honey's critics have never been the victims of the causes they espouse. I left a non-selective school at the age of 14, conscious of about three rules of English usage and one of spelling. Such understanding and appreciation of the language as I have, I acquired for myself. A good school would probably have made a better job of it. John Honey is right.

LAWRENCE NORCROSS
Headmaster
Highbury Grove School
London N5

Divisive system

Sir – *The TES* has done a valuable job in putting the facts and arguments about the MSC's Technical and Vocational Education Initiative before the educational public. It is, therefore, sad to see the March 4 editorial in which it finally falls in line with the fudgers and trimmers and suggests the best course of action is to take the money and run.

There are three serious objections to such a recommendation: two practical and one based on principle.

The first practical argument to be levelled against this "pragmatic" approach is that it fails to take into account the constellation of policies and initiatives of which MSC is only a part (though a large and significant one). Alongside efforts to check the development of sixth-form colleges, to stem the entry to higher education, to boost the private sector and to introduce voucher schemes, life skills curricula and pupil profiles, it contributes to a massive effort to reinforce secondary education as an instrumentally conceived, divisive force in society.

The second practical point is that we deceive ourselves if we think that all the schools which take MSC money will use it for enlightened ends. I have in front of me a proposal from a school which contains, amongst much else which is instructively quotable, the telling phrase: ". . . curricular inputs or processes have little value in themselves. They are only means to an end". But it should not be wondered at if schools use MSC money to pursue policies which *The TES* would disapprove of. The structure of secondary schooling and examining has been crafted in such a way that, willynilly, heads and teachers have to construct their behaviour around notions of "qualification" which set esoteric goals for the best and create a need for some lesser instrumentalism to keep the rest quiet.

But there is also an important argument from principle to be made. If we support the comprehensive school and the common curriculum, we should not favour initiatives which patch up a "best versus the rest" system of education. This is emphatically not the way to secure a worthwhile education for the majority. *Panorama* showed us eager teenagers slicing meat and getting down to work on machines thrown out by FE colleges because they are irrelevant to industries which are becoming more automated and specialized. This keenness was a good example of the Hawthorne effect: put anyone in a new environment and their engagement and interest increases – temporarily.

If the criterion of worthwhile activity is to be whether children like it, then the cheaper and equally effective model we were shown – that of the truants also comes into account. But is this what we want? Should we not be pressing for a reform of the system of examining and selection which creates the problem in the first place?

Sir Keith is soulful and almost eloquent about the "40 per cent". What he fails to mention is that he is an ardent supporter of the apparatus which creates their discontents. It is to be hoped *The TES* will not line itself up with him by default.

W A REID
New Road
Caunsall
Kidderminster
Worcestershire



No Mr Hetherington, I'm not back because I couldn't get a job. I'm back because I'm the new caretaker.

Insult to injury

Sir – I share Mary Warnock's surprise ("Personal", March 4) that Brian Tyler should now extend his notorious remark about teachers in independent schools to parents who choose to educate their children privately (ISIS newsletter). It saddens me to see an otherwise deeply-committed and caring headmaster adding insult to injury in this way.

Having worked in a small private boarding school for several years, simply because it was the only source of part-time work while my children were young, I can assure Mr Tyler that prostitution would not be the world's oldest profession if it paid as well as private school teaching. My school paid Burnham rates; many do not.

Mary Warnock's fears about "fly-by-night cut-price private schools" are equally ill-founded; this type will not survive in a world where the mass media bombard the public with information about what to expect of a school. Parents who pay the piper expect a good tune for their money; if it is not forthcoming, pupils are removed and the school folds.

The true value of private schools today is to provide for the two groups of normal children who cannot be satisfactorily provided for within the state system.

The first comprises those who are temperamentally unsuited to a large school, for whom even a friendly and well-organized comprehensive remains a nightmare.

The second group contains those for whom school has to be home as well. The boarding school head and staff have to be even more dedicated than Mr Tyler; for three-quarters of the year they must try to combine the roles of parent and teacher; their pupils do not take themselves and their problems home at 3.45 pm each day; discipline and support have to be given 24 hours a day.

Surely, Mr Tyler, you see we are all on the same side, and all in the front line, so please do not shoot your allies in the back just because their uniform is different.

ELAINE LEVER
Bridge Farm
Lillingstone Lovell
Nr Buckingham

Tools for the job

Sir – I note that you describe my appointment to the new Secondary Examinations Council as being "controversial" and cite only my association with the Black Papers in support of that adjective.

Putting aside the fact that the Black Papers represent the most radical and fundamental thinking on educational issues of the past decade and a half, your readers may be interested to know that I have been an A level examiner for over 30 years and a chief examiner for 24, that I have written a number of articles on examining and given innumerable talks on the subject, and that I have advised the Standing Conference on University Entrance on examining in my own subject.

Further to all that, I have long experience in local government and am currently chief opposition spokesman on education on Humberside County Council.

PROFESSOR ARTHUR POLLARD
Brough
North Humberside

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LETTERS

Notes destroyed

Sir – As one of the former students who sat the 1974 CSE English at Deanshanger School, I should like to express my views on the statements made by the chief education officer, Mr Michael Henley and Councillor Jack Morrish.

Mr Henley stated that some of the candidates were very weak and that the teachers considered that fair copies of their work had to be made in the pupils' best interest.

Councillor Morrish's recent statement echoed these points. He claims that: "Each folio contained a report from a teacher giving details of help given and indicating whether there had been any opportunity to improve rough drafts. And that the marks took full account of these circumstances."

I should like to know why, if this was the normal procedure, our English teacher was so insistent that we destroy all our rough notes and drafts?

I only read one of the books that covered the syllabus theme, and gained a grade 2 pass. I found that from the notes I was given I could rearrange them into a reasonable-sounding essay. So if I did not obtain such a high grade by cheating can Mr Henley tell me how it was I came to gain such a grade without working for it.

I speak on behalf of the former candidates who have met and discussed these points. We consider that no cheating should have taken place at all. Our work should have been our own, irrespective of our strengths and weakness in that subject.

Don't these two men think it is about time they actually got to the bottom of these allegations?.

They say that at the time Mr Ray Gray made them a full inquiry was made. We the candidates would like to know how such an inquiry could have been conducted, without asking us for our account of what happened.

JACKIE HALL
35 Warren Road
Yardley Gobion
Northants

All life forms

Sir – Aim 2:9 (page 2) of the 16-plus Joint Council's Recommended Statement for Biology is "To promote respect for *all forms of life*", not just for human life as reported in your issue of February 18.

PAULINE ALDERSON
Chief Examiner, O level biology
Associated Examining Board (1977–81)
West Downs
Delabole
Cornwall

Forcing the appearance of worship

Sir – The front page article by Bert Lodge, "Assembly service challenged" (*TES*, March 4) demonstrates eminent good sense on the part of the Christian Education Movement's general council.

It recognizes that a legal requirement, which is neither fulfilled by many (or most?) schools nor enforced by the powers that be, is not worth retaining.

Even where schools do start each day with a whole-school assembly, can many of us honestly say that what occurs there is an act of worship which fulfils these minimum conditions, the law is not kept the "worshippers" must take part willingly, they must understand what is happening and what it symbolizes, and there must be some feeling of (spiritual) uplift.

Besides the (inevitable) failure of so many schools to provide an act of worship which fulfils these minimum conditions, the law is not kept in other ways: many schools do not have an assembly on Mondays, when dinner money is collected; some schools do not begin the day with an assembly but come together at some other time.

And why not? At least they have troubled to think about the most appropriate time for worthwhile assembly.

The 1944 Act does not, as some might still believe, mention Christianity. It does say that assemblies should not be denominational. By the time this issue of *The TES* is published, the Law Lords should have given their judgment in the appeal against Lord Denning's decision that Sikhs are not an ethnic group for the purposes of the 1979 Race Relations Act. If their Lordships reverse the Denning judgment, making the interpretation of the Act consistent with what many parliamentarians have said was their intent, then the rights of at least some religious/ethnic groups under the 1976 Act could modify the application of the 1944 Act – for RE as well as assemblies.

Though this might prove challenging, it should encourage us to provide assemblies that would stimulate, encourage, entertain, bring together and uplift all our pupils. "Sharing" should be part of worship



just as it must be part of our efforts to bring about a just, pluralist society.

This might not involve the traditional mechanical, mumbled regurgitation of the Lord's and other prayers, but it would be nearer to real worship. Another likely gain would be the encouragement of a more mature and purposeful religious development in pupils – whether or not that eventually involved commitment to a [illegible] faith.

As your article suggests, Dr [illegible] Boyson may not agree. But he does not seem to have understood [illegible] the religious clauses of the 1944 Act, that a law might need amending [illegible] 40 years. He is apparently ignorant [illegible] the meaning of the word "immigrant" for he seems to use it as a label. Oh well, we know, don't we – black and brown kids! As Dr Boyson ought to know, most of these pupils were born in this country. They are our immigrants; they are our children.

Would it not be a shame if legislator of Dr Boyson's experience fell foul of an Act only seven years old, while tenaciously hanging on to parts of a 40-year-old one [illegible] seem unworkable.

TONY PHILLIPS
Primary RE Projects Officer
The Centre for the Study of Religion and Education in the 21st City
Sacred Trinity Centre
Chapel Street
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Greater Manchester

Stiff rebuke

Sir – Concerning Glen Turner's reported research and recent criticisms (*TES*, January 21), I wish to note a variation on the "swot", namely the "stiff". In the comprehensive school where I have been doing research, pupils perceive a "stiff" as someone who works extra hard, is aligned to a "creep" but more so and is certainly a more derogatory term than a "swot", a term which they also have in their repertoire. No pupils I spoke to would admit to being a "stiff" yet pupils in the academic and less academic classes I studied accused certain pupils in their own class of being "stiffs". However, the less academic class tended to perceive all academic pupils as "stiffs". Consequently, the work ethos which designated such pupils as "stiffs" depended upon the type of pupil.

While I can accept David Hargeaves' criticisms (*TES*, February 4) that the "swot" attitude is nothing new, there are variations. I discovered that the attitude towards a "stiff" developed from the amalgamation of a grammar school and a secondary modern school. In those days the ex-grammar school pupils supposedly walked around the school, so the legend goes, with their heads up and body straight in a stiff manner. These pupils were criticized by the ex-secondary modern pupils since they represented this work ethos overtly by the way they simply walked around the school. Of particular interest is that the secondary modern pupils also criticized the ex-grammar school teachers for being "stiffs" because they taught such pupils and were thus associated with the work ethos. Recently, some five years or so after the amalgamation, I heard a less academic fourth-form pupil call a teacher, half under his breath, a "stiff" after she had disciplined him because of his behaviour and lack of work.

I suspect Glen Turner's research analysis is not an over-elaboration, as David Hargreaves implies, since pupils' attitudes to "swots" or "stiffs" are the product of complex sets of perceptions pupils have of school and classrooms. It is the *particular* setting in which it occurs which gives the real meaning to pupil attitudes. In my research a "stiff" is linked to a perceived differentiation between academic and less academic pupils. But there's nothing new in that, is there?

MALCOLM P BLURTON
PhD research student
University of Aston
Birmingham

Bad makes worse

Sir – I was dismayed to read Gillian Hooper's article on maternity leave for teachers (*TES*, February 11). She claims, after one experience, which on her own admission was not only the result of maternity leave, that the law does not work for teachers. This personalized and negative statement, unsubstantiated by further research, is damaging to the cause of equal opportunities.

Some of the reasons for problems arising are that statutory maternity rights of working women in the UK are among the worst in Europe; there is an acute shortage of nursery facilities, making the decision as to whether women return to work more difficult, and there are no statutory paternity rights in the UK which would facilitate child care.

CHARLOTTE SCOTT
BEVERIDGE
Careers adviser on maternity leave
79 Cypress Grove
Ash Vale
Surrey

More for mothers

Sir – Rosemary Litawski (March 4) and I agree in thinking that present maternity leave arrangements are unsatisfactory, that "the experience of childbirth and childrearing" is a valuable topic of conversation [illegible] pupils and colleagues, that [illegible] my difficulties were of my own [illegible] ing, and that ideally teachers [illegible] other women workers too) [illegible] be paid throughout maternity [illegible] I'd like to see paid sabbaticals [illegible] well, but think both might be [illegible] realistic or tactless aspirations [illegible] people are getting £25 a week [illegible] being unemployed.

Certainly maternity leave [illegible] weeks and secondment [illegible] lasts 52 weeks. But the 52 [illegible] coincide with a school year, and [illegible] easier to obtain supply [illegible] arrange a timetable to suit [illegible] permanent and temporary [illegible] on this basis. Another difficulty [illegible] that two teachers in a department [illegible] three would probably not get [illegible] tuitous secondment.

Feminists were possibly too [illegible] to notice a conclusion suggesting [illegible] maternity leave in whole or in [illegible] half terms, *even if it meant [illegible] leave than the present system* [illegible] Better paid leave as well, by [illegible] means, although other experiences [illegible] besides maternity may benefit [illegible] teacher.

GILLIAN HOOPER
53 The Avenue
Brondesbury
London NW6

A lesser degree

Sir – We have been very disturbed that the education press – in particular and in general – have sought to propagate a splendid but inaccurate story implying that the Secretary of State for Education and Science and the National Advisory Body on Higher Education is seeking to introduce two-year degree courses into polytechnics and other public sector higher education institutions.

There is no hard basis for such statements. The fact that Sir Keith Joseph questions "the trend towards a homogeneous higher education system with precedence given to three-year first degrees" is no excuse for headlines such as "Green light for two-year degrees" and the like that have been used in various papers.

The alternative to conventional three-year degrees is not two-year degrees – which would be a disaster for the educational service. It does no service for the press to give the impression that the decision to introduce them has already been taken.

There would be many difficulties in the way of introduction of such courses: would CNAA validate them, would teachers be prepared to apply for posts in institutions which taught courses which they would probably see as a [illegible] would "graduates" from them be employable, would local authorities and DES want to fund them, would any students enrol for them?

For the press to discuss the changing of higher education provision as though two-year degrees were a serious option is to do everybody a disservice – including Sir

Keith Joseph.

Dr H L MASON
Secretary
Education Policy Panel
Association of Polytechnic Teachers
Throgmorton House
27 Elphinstone Road
Southsea
Hampshire

HMI balance

Sir – Although a supporter of the publication of HMI reports, I must protest at the unbalanced and misleading summary you published on February 11 on the report on graded objectives in modern languages in Oxfordshire.

A comment which appears as an afterthought at the end of the report on the failure of many language departments visited to provide satisfactory schemes of work was elevated in your summary to a major conclusion, with the unfortunate implication that this failure was somehow due to the Oxfordshire Modern Languages Achievement Certificate scheme.

On the other hand, the fact that objectives, materials, tests and methodological implications are (and were at the time of the survey) being completely revised, whilst admittedly and rather unfairly given little prominence in the Inspectors' report itself, receives no mention at all in your summary.

As for the criticisms of methodology, which are by no means purely local problems, it should be said in fairness to the many teachers who have been working in their spare time on the OMLAC scheme that the syllabuses and tests have been made available to all schools in the country without any selection or preconditions as to the way they are used. Well before the HMI [illegible] members of the working [illegible] been very aware of the concerns [illegible] pressed in the report and had [illegible] them a major focus of their [illegible] Unfortunately the effects of this [illegible] not yet had time to make themselves felt in many schools.

JOHN LOCKYER
Chairman
OMLAC Steering Committee
Oxford

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FEATURES

Southern accents

Frank Pedley finds out why able, working class pupils from the North no longer apply to Oxford and Cambridge



PLUMBER'S SON, SIR WILFRED COCKCROFT



LORD BRIGGS FROM DOWNTOWN KEIGHLEY

The debate about Oxbridge entry tends to concentrate on the disproportionate share of places allotted to students from independent schools. Less attention has been devoted to the serious gulf between north and south, and between social classes within the comprehensive system – both masked by the bare statistics showing that the independents still capture about half of the places available each year.

Keighley's non-Catholic community is served by two 1,300-pupil mixed comprehensives, Oakbank and Greenhead, which have developed from the boys' and girls' grammar schools respectively. When last year, Oakbank's new buildings were opened by Lord (Asa) Briggs, the town's most distinguished academic and now Provost of Worcester College, Oxford, the headmaster, Leslie Clarke, a London graduate, was brave enough to point out that it was several years since he had been able to persuade any student to apply for Oxbridge, and many more since one had been admitted.

Greenhead has fared better, possibly by reason of a more favourable catchment area; one girl was admitted to Cambridge in 1982, and there has been an intermittent trickle of applicants during the school's 14-year life as a comprehensive.

In 1938, the Briggs family, eking out a bare living in the downtown area of Keighley, were persuaded by the headmaster of the boys' grammar school that young Asa should apply for a place at Cambridge. The hend was supported by the staff, most of whom were themselves Oxbridge graduates. Today, out of a staff of 65, only two are from Oxbridge (there are four at Greenhead). Neither of them holds a top management post and the influences at work on prospective candidates are different and more complex. There can be little doubt that the 1983 version of Asa Briggs would have to overcome many hurdles before he entered the magic circle.

Sir Wilfred Cockcroft, the Keighley plumber's son who became a university vice-chancellor and is now head of the Examinations Council, recalled that when in 1941 he won an Open award at Balliol, his was the eleventh such distinction won by mathematics pupils of the boys' grammar school in 10 years. Former Keighley pupils could "muster a good dinner party in Oxford then".

The head of Oakbank's sixth form, Harold Houseman, and his predecessor Charles Gibson, are at pains to put the school's academic *potential* into proper perspective. They believe zoning has worked to the school's disadvantage and the Bradford ex-direct grant schools cream off many abler pupils; the school now has no third year sixth; Latin has been dropped from the curriculum; the second modern language is under threat and parental support for the school is poor. In the current lower sixth, only 31 of 54 studying for A levels had five O levels or more.

Both were acutely conscious of the students' inability to express themselves, and they were reluctant to encourage the inarticulate to apply, thereby "ending up making someone who is a success into a failure". Durham was a good alternative for the working class pupil with a northern accent.

The image of Oxford and Cambridge as class-ridden institutions, with all the overtones of snobbery based on accent, came through loud and clear in discussions with the lower sixth forms at both schools. Money was not seen as a problem in itself, but the words *privilege* and *immoral* were frequently used. While most felt that they were "not good enough", it was evident that any student chancing his arm in an application for admission would have to overcome the implied criticism of his peer group and that he might be deemed "too big for his boots".

The last Oakbank pupil to be admitted to Oxbridge (in 1974), now a research student at Peterhouse, was surprised that the pupils should hold such outdated views. He had never been conscious of his accent and had warm feelings for his old school, since he felt that his subject (art history) would not have been available to him in a grammar school.

But other former Oakbank and Greenhead pupils now at university seem to have been put off Oxbridge by their experiences with interviews. One former Keighley pupil felt alienated by the undergraduates of Corpus Christi, Cambridge and thought he would not have fitted in. An interview at Downing left another believing his fellow candidates, all from state schools, had been better prepared, while another had an overwhelming sense of inferiority at Fitzwilliam. "When I walked through the town I thought it wasn't me." Another Keighley boy applied to Downing at random and felt he has missed out because he had been given no insight into what was required.

The lack of teacher encouragement is a recurring theme. A girl who won a place at New Hall from Greenhead last year, felt that without parental support and her own determination she might well have foundered. Another Keighley girl said she had some encouragement from influential members of staff, but others made her feel abnormal – "the most disturbing part was that *teachers* should be so derisive".

One able Oakbank girl looked at some entrance papers and thought they were a bit difficult. Yet she feels that she might have been persuaded to apply. When she did not include Oxbridge in her UCCA list no comment was made, and she concluded that the school too doubted her ability. "If more pressure had been applied I might have changed my mind."

The extent to which pupils are encouraged to apply and given some idea of what to expect seem to be crucial factors. Keighley is covered by the Bradford education authority which seems to have tacitly accepted the position. Peter Gilmour, a former Greenhead pupil, vice chairman of the Conservative Party's national advisory committee on education and chairman of Bradford's education committee says too much attention is paid to Oxford and Cambridge. "They can offer nothing which cannot be obtained elsewhere."

But without a determined effort to overcome these problems, the danger is that able working class children will continue to miss out on the system intended to help them. Like so many social reforms, it ends up creating the same mixture as before.

Future historians will find it difficult to sort out the facts of recent British educational history from the fantasies. On the face of it, schools have faced persistent, if contradictory, challenges from the early 1970s onwards. These have included Prime Minister Callaghan's Ruskin College speech; the tough minded analyses of secondary schooling by HMIs; the killing of the Schools Council and its substitution by two more tightly prescribed bodies; and the MSC initiatives which imply distrust of schools' ability to make young people employable. Yet comes monetarist minister or Trotskyite Mullahs in local education authorities, not only do the schools remain strong, but so do the teachers' interest groups.

No doubt the political rhetoric has some effect in the real world of schooling. And it certainly provides the context for *Monitoring Children*, the absorbing account of the Assesment of Performance Unit by Caroline Gipps and Harvey Goldstein. But the APU has not become the tool of accountability some expected it to be. Many of the unit's more important objectives have been frustrated from within, though Gipps and Goldstein are too coy to identify those responsible. Teacher power, it seems, remains strong.

The Assessment of Performance Unit was set up in 1974 as a monitoring group to commission surveys of attainment in schools. It was a typical example of the Department of Education and Science's perennial ambivalence about its own role. The DES has massive power but alternately denies and seeks to reinforce its place in the development of the curriculum. It has the final say on the nature of secondary school examinations but no corresponding control over, or until recently any ability to analyse, the curriculum pupils are to be assessed on. It set up a Curriculum Study Group but it was shot down within a year because the interest groups feared central meddling in the inner lives of schools.

The study group's functions were then transferred to the Schools Council with its uneasy alliance of DES and interest groups. The APU was later created to provide generalized evaluative data that was useful to all with a stake in eduction.

It would take a whopping conspiracy theory to attribute any strong policy drive to its creation. The authors probably have it right;

Maurice Kogan looks at government attempts to test school performance in the light of a critical review of the Assessment of Performance Unit

MONITORING THE MONITORS

the NFER surveys of reading comprehension described changes in attainment over time which could be put to good partisan account in favour of educational expansion throughout the 1950s and 1960s; an extension, but better, of the same thing seemed appropriate at a time when Black Paperists, the 1971 NFER Reading Survey and the 1982 Bullock Report were creating alarm about standards.

But while the NFER surveys were nice technical exercises, the APU was a child of its time in having to be more open and participative in its administration. So the department convened a smallish unit, with a large consultative committee which increasingly got the bit betweeen its teeth. Two-thirds of that committee were appointed by teacher and local authority assocations.

No educational issue remains technical for long. Questions of how to monitor, for what purposes, and for whom, quickly threw up major issues of social preference. The many people close to the story will be able to criticize parts of Gipps and Goldsteins account; the authors had a fairly rough ride from some of the key actors when they produced their first version of this report at a seminar last April. But to the reader removed from the tumult and the passion induced by the internal controversies *Monitoring Children*'s excellent ethnography displays how difficult a government department finds it to generate knowledge for public policy purposes. The politics keep breaking out.

Questions about the curriculum model to be used, the sampling base, the extent to which deeper case studies would complement wide scan assessment and the impenetrable question of the Rasch Model were largely technical. Yet when Goldstein identified statistical weaknesses in Rasch's ideas, he was also refuting the ability of testers to monitor "absolute" trends over time, an issue of enormous policy and practice implication. *Monitoring children*, however, claims that neither senior DES representatives nor APU staff were technically competent to evaluate the argument. "Rather, they seemed to be present to observe the duel in order to try to decide which side appeared the most competent." But it is ever thus in Whitehall.

Other issues quickly became political. The unit wanted in depth studies of West Indian children. They consulted widely because it was evidently a highly political issue, but the APU's consultative committee refused to allow the measurement of home background variables, essential to such a study. So the unit moved to a specific study of a single group.Gipps and Goldstein believe that the study failed because it attempted to study underachievement by identifying a particular minority ethnic group and then collecting only partial information.

But the consultative committee decided that there should be no study of underachievement among West Indians unless the DES also promised remedial action to meet the deficiencies discovered. Such were the conditions created by the consultative committee that it seems policy related studies could only be undertaken if the Government was prepared to put money on the table for the changes the research showed to be desirable.

The APU's institutions were complex. Its consultative committee of 33 members (later reduced to 31) quite outgunned the more expert and largely in-house coordinating group. The book gives a convincing account of the DES' failure to think through the objectives; the relationship between the technical tasks and the nature of the political control over assessment and the connexions between the APU, the inspectorate and the administrative branches of the DES.

In the event, the product was neither strongly scientific and analytic, nor a powerful offshoot of a government bent on securing accountability. It became mixture of these two powerfully constrained by sectarian interest groups. It is difficult to see where the needs of those in the schools were being considered. The notion of the general public interest seems to have become lost.

Gipps and Goldstein list the achievements of the APU fairly enough as well as some of the larger failures. But the politics got too hot for the DES. It is tautological to attribute these faults to the "bureaucratic" features of the DES. Can government ever generate knowledge about attainment, reflecting on teachers' ways of working, without stirring up the interest groups?

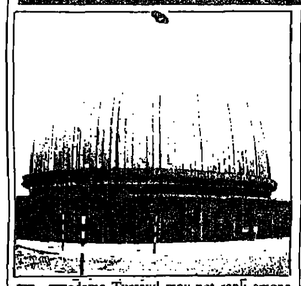
Among all this luke warmness about the successfullness of the APU we must continue to hope for serious and beneficial consequences to this kind of venture.

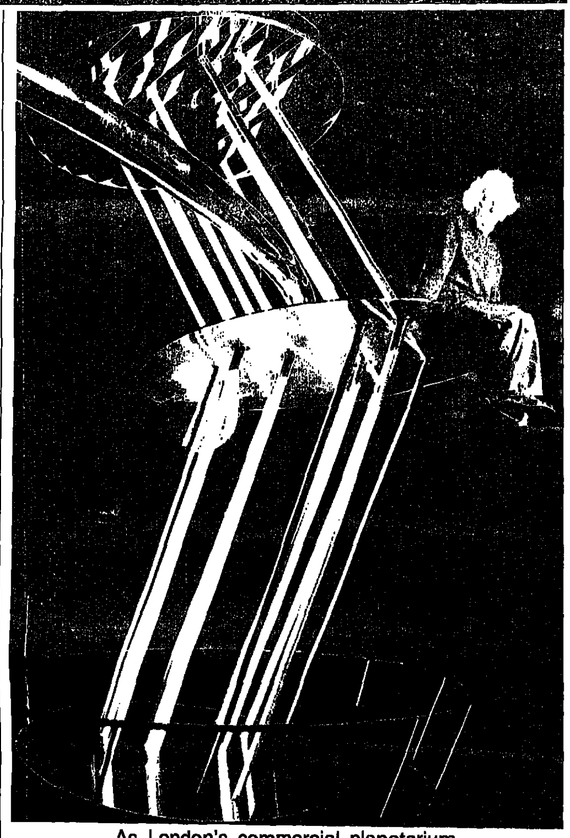
More systematic and acceptable statements of attainment would help many of us who do not teach or represent teachers, but who have a right to sustain our interest in what the schools are doing. Governing bodies, parents, members of local authorities can only begin to guess at the range of teaching which the best schools provide. But for the APU, or any analogous body to make this happen, the faults of the present structure need to be noted. Caroline Gipps and Harvey Goldstein are surely right to imply that both the DES and the APU must go from narrow monitoring towards a far wider range of high quality research. And such findings need to be put into a broader policy analysis. It is absurd that outputs should be bleakly factual and technical in style and content. It is possible to be both objectively factual and then to go on to assess implications.

At the same time, if these authors have it right, the teachers' associations represented on the consultative committee, must decide how they can best sustain their strength. The creation of more knowledge can open up government to the kind of influences that enable it to do its job better. It can also lead to a wider policy community in education, based on knowledge as well as anxiety.

Maurice Kogan is professor of government and social administration at Brunel University. Monitoring children *by Caroline Gipps and Harvey Goldstein is published this week by Heinemann at £14.50.*

STARSHIP ENTERPRISE





As London's commercial planetarium celebrates its silver jubilee, Peta Levi looks at its educational potential.

Madame Tussaud may not rank among the foremost educational philosophers, but she was firmly of the opinion that to educate successfully you must entertain. Since Prince Philip opened the London Planetarium next to the Marylebone Road waxworks 25 years ago, it has entertained and educated over 14 million visitors.

For 30 years various Governments had promised to build a planetarium, but it was Madame Tussaud's which took the plunge, spending £213,000 on Britain's first (and the world's thirty-third) planetarium. Today there are more than 1,000 planetaria in America, but only a handful in Britain; most are subsidized by public money, such as the more technical Armagh planetarium, funded by the Northern Ireland Department of Education.

The London Planetarium is one of the few in the world which receives no subsidy and the fact that it is a commercial venture, and that its director, John Ebdon, is better known as a humourous broadcaster, has made astronomers and teachers unjustly suspicious. However, Dr Derek McNally, assistant director of the University of London Observatory at Mill Hill, says, "it is a cultural rather than a technological planetarium. The first thing that strikes you about Ebdon is his pleasant voice; then the content of the talks is always good and he speaks in beautifully constructed sentences. Unlike most scientists – who lapse into technical jargon – Ebdon is a great communicator."

Ebdon first went to the planetarium 24 years ago as one of eight narrators and became director in 1968. He claims he advanced by "outliving my friends and outwitting my enemies". Patrick Moore, unimpressed by previous London Planetarium regimes, says, "Ebdon is doing a tremendous job there."

The planetarium, says John Ebdon, has a dual role. The first is to educate the general public. Every year he has to devise a new public presentation to appeal to all ages, nationalities and abilities. This year the recorded "Silver Star Show" demonstrating the great range of the Zeiss star projector ending with exciting space-craft discoveries over the past 25 years, such as the cratered surface of Venus and Saturn's myriad ringlets, is presented nine times a day.

A 16-year-old English A level pupil emerging from another of John Ebdon's talks on medieval astronomy and astrology in English literature, said, "it was fascinating to be given such perspective in so short a time, to hear how our language has changed in the past 600 years and see how our knowledge of the universe has grown."

Another added, "I'd never been to the planetarium. Showing our sun in our galaxy, then filling the planetarium sky with other galaxies and knowing that their number is infinite brought home to me how infinitesimal earth is in space; then through a diagram of spheres and the zodiac one realised how carefully medievalists worked out their concept of the universe. I now understand why they were so influenced by the stars and planets."

This is part of the planetarium's other role; to educate children, not just in astronomy but by stimulating their interest in the universe, and to help bring the arts and sciences together. John Ebdon says, "comparatively few scientists are widely educated and too many classicists have their heads in the air. You can't enjoy English literature from the fourteenth to the seventeenth centuries unless you have a peripheral knowledge of the period's cosmology."

In 1961, in spite of considerable opposition from educationists, he started special talks for primary schools. Last year 192,000 of the planetarium's 530,000 visitors were children, though some schools just turn up to whatever is going, treating it as a film show and somewhere to sit down between museum visits.

There are two programmes on "Earth, Sun and Planets", for 7 to 11-year-olds and 12 to 13-year-olds, and one, on "Night Skies in Britain", for 7 to 13-year-olds. In the last Maggi Hunter, Ebdon's assistant lecturer, identifies the major constellations visible in the sky that night, talks about the size, age and colour of individual stars and ends dramatically with the possible end of our Sun.

A teacher from Branksome Heath Middle School, Devon, said, "these talks stimulate a lot of interest and focus my 11 and 12-year-olds' minds on new concepts, such as what colour would the sky be if there was no atmosphere."

In 1963, Ebdon introduced the first talk designed to help A level students to understand the astronomical and astrological references in Chaucer's "Frankleyn's Tale", and in 1965 started the Nuffield Physics talks, renamed Basic Astronomy, for 15 to 16yr olds. In the latter he compares the different models of the universe centred on the earth or the sun and demonstrates the apparent motion of the stars. He introduces the meridian and equator and proves the earth is a sphere.

Ebdon caters for widely differing needs. Following a talk to blind children he became interested in finding the right approach to ESN pupils and pioneered special talks for them in 1972. The message that such children exist suddenly got through to schools as a result of the teachers' evenings, held for the last two years to explain the planetarium's educational potential. In 1973, the National Association for Gifted Children asked Ebdon to devise a talk which he now gives annually; they described it as "the best kind of treat arranged for these children". He also gives occasional talks on "Poetry of the Night" while, one of the original presenters, Commander Tony Fanning gives courses for RAF services and the general public on how to navigate using the stars. Ebdon will devise one-off programmes to meet particular teachers' needs, providing the group is large enough.

Outwardly, the planetarium has hardly altered. Inside, one of Ebdon's dreams has come true. Soon after the S Pearson Group took over Tussaud's in 1978, it spent more than £250,000 erecting a permanent exhibition in the planetarium's foyer. Although Ebdon heard teachers comment, "It's too dark, crowded and noisy", children love it and are drawn to the orrery (a model of the solar system in a 17-foot diameter pit) and to the models of five astronomers (from Ptolemy to Einstein).

Inside the planetarium, the Zeiss projector, the largest in Britain, has been frequently adapted to reproduce special effects – dusk, rainbows, lightning, solar and lunar eclipses, simulated moon landings and Saturn close-ups.

Although Ebdon has a bizarre background for a planetarium director – the RAF, sheep-hides in Africa, acting and an external London degree – his particular skills are talking and writing.

Ebdon's career as broadcaster has developed alongside that of planetarium director. He has been burrowing into the BBC sound archives for 22 years. His deep observation of human behaviour and his memory for and ability to mimic social mores brings out the unconscious humour in people and situations in his regular Radio 4 programmes. He has been on many programmes, first *Woman's Hour* to *Thought for the Day*, and has devised others, from *The King's Answer*, which celebrated the bicentenary of Herschel's discovery of Uranus, to *Star Myths*. Out of the latter – tales of his Greek holidays – has come his latest book, *Ebdon's Iliad* (Heinemann £8.95), largely about the village of Gennadi, outside Rhodes. A sequel to "Ebdon's Odyssey", it is being published on March 21, the day of the planetarium's silver jubilee party.

"Planetaria are of enormous educational value, but are all too often not properly used because few teachers have much more astronomical knowledge than their pupils and because there is rarely sufficient preparation or follow-up," Donald Gold, a former HMI, comments. The planetarium now produces a teacher's pack, with notes, worksheets and ideas for practical work.

In 1975, when Gold was at the DES, he started to press for astronomy to be included in school and college curricula. This resulted in the formation in 1981 of the Association for Astronomy Education, whose patron is Dr Graham Smith, now Astronomer Royal. Gold says, "We want to inculcate youngsters with an interest in astronomy – if only to give them some perspective in life. Today astronomy takes in maths, physics and chemistry and an interest in astronomy may well create an interest in these subjects." Gold visited some 12 teacher training colleges and was told that there was no demand for astronomy courses. But the trainee teachers to whom he spoke were interested to learn about astronomy.

Ebdon concludes: "If local authorities are interested I will give some teachers' astronomy seminars. Generally, I would welcome more feed back from teachers as to whether the planetarium is providing what they need."

For further information write to Undine Concannon, The London Planetarium, Marylebone Road, London NW1 5LR. Tel: 01-486 1121.

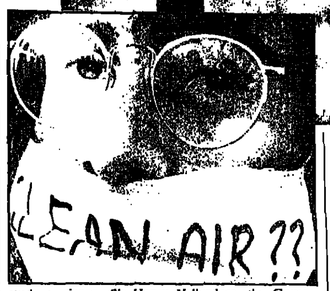




Left: the planetarium's wax model of Galileo Galilei. Right: John Ebdon.







The effect of lead on children's intelligence is now established beyond reasonable doubt says Robin Russell Jones

Clearing the mind

The impact of lend on the developing brain of a child has been the subject of intensive research over the past year. While scientists continue to debate the reality and the magnitude of this effect, the Government continues to prevaricate, defending its policy on the grounds that conclusive evidence of lead's toxic effects in the general population has not yet been forthcoming. Giles Shaw, the minister responsible for co-ordinating policy on lead pollution, said in a BBC radio interview last year, "What we need now is a study which is robust enough to withstand scientific scrutiny."

It should be emphasized that demands for incontrovertible evidence are not only unrealistic from a scientific point of view, they are also unethical from a medical point of view, since a generation of children may be sacrificed while the data gradually accumulate. In any event, science does not advance to a position of absolute proof. Science proceeds by a series of tests, each of which may invalidate the thesis being proposed. If the thesis survives each test then it becomes increasingly likely to be correct but this does not constitute proof, it merely represents a series of failures to disprove. What the Government is really hoping for is not a study which will prove that lead reduces intelligence, it is hoping for a study which will disprove it. In a way that is what everyone is hoping for but recent evidence makes this seem an increasingly remote possibility.

Results from seven studies are currently available and none provides any support for the Government's position. All of the studies show a relationship between increasing lead and reducing IQ, and in most cases this relationship survives after "correcting" for social factors and other confounding variables. It is true that the size of the IQ deficit attributed to lead is diminished by these procedures but in none of the studies is the deficit entirely removed. The implication of the research currently available is therefore that the IQ deficit is partly due to social factors and is partly due to lead exposure. The proportion that is attributable to each is still a matter of some controversy but *all* of the recent studies are consistent. *All* show effects in the predicted direction, and none can be used to disprove the thesis that lead has an adverse effect on mental development in children.

Giles Shaw may feel that this situation falls short of his demands, but that is because politicans fail to understand the nature of science. Sir Henry Yellowlees, the Government's chief medical officer, was well aware of this problem when he wrote his confidential letter to Whitehall colleagues in 1981: "We are dealing here with the biological sciences where truly conclusive proof may be unobtainable, and it is therefore doubtful whether there is anything to be gained by deferring a decision until the results of further research are available".

Meanwhile, parents are entitled to wonder how many more scientific studies will be conducted before a political decision is reached.



Four years of research activity and seven sets of results should be sufficient for most reasonable people. For parents of young children it is more than enough.

As *World Medicine* stated in February 1982, "Children were not brought into this world to be used for experimental purposes and it is not the function of doctors to demand irrefutable evidence before taking precautionary measures. If a drug is incriminated as a cause of foetal malformation, doctors do not go on prescribing it until the case is proven beyond all doubt. The same logic applies to the use of lead in petrol and it is time that the medical profession says so in the clearest possible terms."

Analysing levels of lead in teeth is probably the most reliable method of assessing children's lead burdens. It is also the most difficult since one has to collect milk teeth for analysis. Results from three non-tooth studies are available. Hair lead was measured in one study and blood lead in the other two. The results are in reasonable agreement.

In London, Yule *et al* found an IQ deficit of 7 points around a mean blood lead level of 0.135 parts per million (13.5 ug/dl), while in New York, Ernhardt *et al* found an IQ deficit of 12.3 points around a blood lead level of 0.26 ppm (26 ug/dl). The current EEC safety level is 0.35 ppm and the level at which the Department of the Environment advises local authorities to take action to look for sources of lead pollution is 0.25 ppm. In both these studies the IQ deficit remained significant after "correcting" for social factors. However, in the London study, only limited information was available on social background, so the authors were cautious about interpreting their results.

Finally, Thatcher *et al* studied a population of American school children which included both urban and rural dwellers. Again, a clear association between lead and IQ remained after correcting for social factors.

However, the most impressive studies to date are those which use tooth lead. Needleman's study involved over 2,000 Massachusetts school children and showed a statistically significant deficit in IQ of 4.5 points after correction for social factors and other variables.

In Germany, Winneke has published results from two tooth lead studies. Before correction these studies showed deficits in full scale IQ of 7 and 5 points; after correction, the full scale IQ deficit in the second study was reduced from 5 to 2.3 (verbal IQ was reduced from 7.6 to 4.6 points). These results fell just points). These results fell just short of statistical significance but are unlikely to be due to chance alone since the verbal IQ deficit is identical to that obtained by Needleman and other deficits in neuropsychological performance were identified in Winneke's study, which remained significant after social variables had been taken into account.

Results from the fourth tooth lead study were announced in closed session at the Institute of Child Health by Margaret Smith in January 1983. This study involved several thousand London school children and was intended to validate, or perhaps one should say invalidate, Needleman's earlier American study. It is liable to generate intense controversy – not because of the data which is relatively straight forward, but in the way in which the five authors of this study chose to interpret their data.

Before corrections for social factors, lead related deficits of 5 points were established for both full scale and verbal IQ. *After* correction for a large number of factors (15 in all), the size of the deficit was reduced to 2.7 points. These results fell just short of statistical significance and the directors therefore concluded that they might be due to chance alone. Unfortunately, they went even further and in their handout claimed that they had "failed to replicate American findings".

The truth, of course, is that they have done nothing of the sort. What they have demonstrated is that the size of the deficit does not justify further action to eliminate lead from petrol. This is perhaps equivalent to saying that child hunger is acceptable provided that no one actually dies of starvation.

The argument over the past five years has been about *whether* current levels of lead pollution affect intelligence. They do, and that in itself should be sufficient justification for further action.

However, there are several other reasons why small deficits in IQ are important. First, an IQ deficit of 5 points, when applied to the population as a whole, more than doubles the number of children regarded as mentally retarded (IQ below 70). Second, lead-free populations no longer exist in the modern world so one is looking for differences between children, all of whom are highly exposed to lead. There is no evidence to suggest that the children with lower lead burdens are not affected also. Third, all clinical surveys have methodological problems. Difficulties in accurately measuring levels of lead in teeth, differences between teeth, and the effects of lead exposure at different periods of development, introduce a large amount of random error into the studies.

The effect of random error is to reduce the apparent size of any lead-related deficit. In other words, it renders significant results insignificant (as opposed to systematic error, which can have the opposite effect).

For these reasons, the effect of lead on IQ should be regarded as at least that shown by such studies as these, and possibly higher.

All studies have shown an association between increasing lead and decreasing IQ, and none of the studies provides any evidence of a safety threshold. Recent data from America has demonstrated that the average contribution of lead in petrol of human lead intake is 57.5 per cent. Certainly, for children living in an urban environment the contribution is liable to be even higher than this. It follows that the elimination of lead from petrol remains the most important legislative act which would reduce current levels of lead exposure in the general population. Refusal to institute this measure when faced with the scientific data now available should be regarded as a serious betrayal of the public interest.

Dr Robin Russell Jones, MRCP, is deputy chairman of CLEAR, the Campaign for Lead-Free Air, and co-editor with Professor Michael Rutter of Lead versus health, sources and effects of low level lead exposure, *John Wiley & Sons; Price £18.50.*

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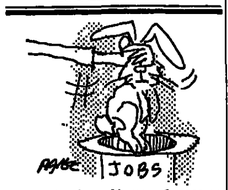
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Easter leavers

MICHAEL McMANUS



Next week the Easter leavers bid farewell. Most will have attended a course in careers, life-skills or whatever and have visited the careers office. But many will have no formal qualifications at all and large numbers will be joining youth training schemes after which they can expect a period of unemployment.

They will take with them teachers' good wishes and perhaps sympathy; a few might hear sighs of relief were they to suspend the habits of a lifetime and listen.

One item of practical benefit that they ought to take is a list of personal information written in their own neatest hand on a sheet of A4 card (pieces of paper get folded and lost). Such a document is useful when writing or telephoning about a job. A glance through it before an interview or speculative visit can help the mute or tongue-tied to give a full and fair account of themselves.

Four subdivisions are enough:

● Full name, address and date and place of birth. National Insurance number.

● Address and telephone number of school. Name of headmaster or careers teacher. Name of careers officer and telephone number. Name of another adult who will speak for you.

● Work experience: what, where and the dates. If the experience was successful put the name of the boss or personnel manager and the telephone number. Any courses of the link, taster or sampler type at further education colleges.

● Other skills, talents or experience: include everything, however unimportant and whether it was part of the school timetable or not. You may be doing a paper round, gardening or decorating; it may be no more than being able to use a power-drill or bath a baby. A weekly visit to run a few errands for a pensioner may seem a small thing to you but employers, who may have read of less edifying relationships between young and old, will be more impressed.

Finally, there may be room for a prescription to help ward off permanent unemployment:

1 Don't become housebound and isolated: get up in the morning, wash and dress properly; keep in touch with friends who are in work.

2 Keep yourself busy: use libraries, sports and leisure centres; do jobs around the house and garden or consider helping someone nearby.

3 Don't abandon the hunt: keep looking, asking, visiting; remember most of last year's three million unemployed did find a job.

Michael McManus is deputy head of Woodside Special School, Leeds.

Plus ça change

SUE LERMON

I chose the group concerned with the curriculum, and children's difficulties with it, because I thought it would give the most insight into the school's methods.

I discovered a good deal about teacher/parent hostility and mutual suspicion, about the undermining of school life by the outside world and consequent falling standards; about disruptive elements; about teaching a class of varying ability; about the largest immigrant group – the North Africans; and about the inanities of inspectors. It was all distressingly familiar and, worse, like a staffroom gathering.

However, when the parents demanded closer attention to the matters at issue, the group did touch on what children were being or might be taught, and children who fail at the primary stage. There was a call, from a parent, for education in the use of computers. The more vociferous teachers felt this would threaten history, and, more seriously, leaving to write French properly.

Another parent suggested early teaching of a second language; but it was thought impracticable – the children were too young to choose a language, and many hadn't adequate knowledge of their own.

No discussion was given to diversifying the curriculum so that children who struggle with three Rs might gain confidence in another field. Nor to the possibility that as we live in the "age of the image" where few are interested in reading, despite the initial eagerness, at the age of five or six. We should give children the means to criticize and analyse what they see, chiefly on television, and, usually, with their parents' fairly-unthinking collusion.

The general sentiment seemed to be that the problems encountered in school were too far beyond the scope of that institution for there to be any use in making reforms. We will soon hear whether other groups were equally as pessimistic.



AXEGRINDER

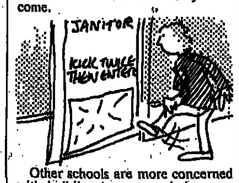
The impression that a school first makes upon those who enter its portals as visitors is very significant. Regular inmates of all ages accept the welcome, or lack of it, as a matter of course. However, those with eyes to see will notice many indicators of the public image schools seek to project.

Consider our local girls' school. An independently-minded grammar until overtaken by comprehensive fate, it stresses its liberal and successful past to prospective parents, especially those of the professional classes. The entrance hall is carpeted in a tasteful green and you can survey the elegant potted plants and the fashionably turned-out 14-year-old chatting on the sensibly-provided payphone.

There is large tank of tropical fish – "supposed to induce calm", mutters the deputy head. But for the discreet display of 2C's careful pottery and macrame tucked in a corner of hessian-covered wall, you might be in the foyer of a respectable insurance company. Of course, in a sense, you are.

The entrance to Culture and Anarchy comp is more frank. The visitor proceeds down a short concrete tunnel which leads on to a large, empty and bewildering concourse . . . lauded as "the Neo-Brutalism of the 60s" in a pretentious journal for architects. And how many architects sent their kids there? Brutalized and brutalizing, the cold bare walls have been almost covered with "relevant" murals, but the paint is now peeling and patched here and there. By attempts to obliterate the graffiti.

They've given up replacing the broken wired glass in the swing-doors and low-level windows ("subtle fenestration highlights the Brutalist spatial geometry"), unfortunately all too accessible to heavy DMs. Various boards now take the place of glass and scratched and peeling paintwork completes the air of apathy and decay . . . a rehearsal perhaps, for life in the surrounding community. "Yes, squire?" a warning voice reaches me across the hostile territory. The schoolkeeper has spotted me, and slides open his little window with his customary welcome.



Other schools are more concerned with building images, and, in some cases, preserving them. A nearby convent still has rather lurid holy figures on plinths and a sentimental painting of Joseph with sheep in a sort of Scottish glen. But the statues have now been moved out of reach . . . "the little children find them rather fascinating, you see. They always wanted to fiddle with them."

Elsewhere an urban ex-grammar stems the tide with an extraordinary facade of dark oak, high Victorian Gothic, and impressive gilded panels honouring the Fallen and/or Oxbridge scholars. But facade it is, for beyond the massive doors with their scrolled bronze handles lurks familiar world of i.e.a. green custard dor paint, kicked-in doors and rows of damaged lockers.

Some schools try more effective Displays of neat technical drawing, re-invented bottle openers, ingenious acrylic eggcups, "counter" poems and anti-sexist posters but CSE Social Studies portray the activities within.

A primary head I know uses the entrance hall, Mao-style, to display a Thought for the Week, but although the pupils, and the Chinese, might appreciate "Wage an enemy of well-being" "Learning makes the soul cheerful" some of us were a bit puzzled by "Keep your shoes as bright as your mind".

But what is this? Pictures from the local authority loan collection, fresh paint, tubs of flowers, carpet and the schoolkeeper in his best suit, soften the Neo-Brutalist edges of C and A comp. Is this a new image? Well, yes, but very briefly. A Royal Person, eager to share the African experiences with pupils, is visiting the school. But no sooner is his Range-Rover out of sight than the authority's Mobile Instant Decor Unit nips in to cart off chain-gangs and the next visiting VIP on their circuit.

There is only one school where always feel welcome. The large entrance foyer of its infants department has been turned into a sort of tea coffee bar cum education shop. Scruffy and cheerful, it is always buzzing with activity. Mums and dads chat with staff while the kids amuse themselves with a range of educational goodies. Toddlers, parents, helpers, teachers, pupils, head and visitors like, me use the area around, observe, play with the maths apparatus, hear or read stories, or whatever, and . . . can you believe it? . . . enjoy it. And it is that what getting into a school should be about?

Correction: the wrong price was given in the TES February 25 for Tony Watts' Work Experience and Schools published by Heinemann. It should have been £9.50.

REVIEW



Fire From Heaven.
Funeral Games.
The Nature of Alexander. By Mary Renault.
Penguin £1.95 each.

Getting it right

David Sweetman on an underrated historian

Sailing back to Babylon through the floodlands, a sudden wind took the hat from the head of Alexander the Great and whipped it into the water. The slave who retrieved it put it on his own head for safety and he swam back and thus, unthinkingly, wore the royal *mitra*. He was beaten for his presumption, then rewarded for his initiative with a talent of silver. In such ways Alexander's Persian Court fluctuated between the different traditions that the conqueror was attempting to unite. These were not merely political expediences intended to mould disparate peoples, but also a reflection of Alexander's person – his life was one of those moments when the human compass flickers wildly for a time, then points in a different direction. When Hephaestion died Alexander ordered obsequies which were deliberately archaic yet at the time he was creating an empire of equal peoples, which even today would be ambitiously modern.

Mary Renault need offer no apology for spending the last ten years on a man like this. These three titles are a reissue of her books on Alexander, which will eventually be joined by *The Persian Boy*, the second volume of the fictional trio which begins with *Fire From Heaven* and ends with *Funeral Games*. The impressive research for the novels is set out in *The Nature of Alexander*, a work that goes beyond simple biography by viewing the man as his contemporaries might have seen him, for good or ill depending on their motives. Mary Renault avails herself of modern scholarship, without falling into the error of crediting the objects of her study with modern minds.

I met Mary Renault just over a year ago when I interviewed her for the BBC's *Omnibus* and I quickly realized that to understand her work one must set aside the presumption that the ultimate objectives of all creative artists are aesthetic – in a novelist's case to create an elegant fiction. Mary Renault no doubt finds pleasure in the exercise of her art but has another more compelling goal: she wishes above all to tell the truth, factual historical truth in as great a detail as possible. She told me of her joy in discovering subsequently that an invented passage was in fact true and she said that she would like to be remembered for "getting it right".

Of course even writers of fantasy or science fiction wish to have the essential "truth" of their fictions realized and most novelists try to make their characters "real" but to Mary Renault truth is what a time-traveller would discover were he or she to pop up and witness say, Alexander on his death bed in all the detail that we are given in *Funeral Games*. To the devoted reader the disadvantage of this obsession, the tendency to put in a weight of historical fact at the expense of the amusements of story telling, is outweighed by the compelling believability of the books. Compare the biography to the novels and you learn a great deal about the fictional process.

Mary Renault has unexpected skills to bring to bear on her task. After Oxford she worked as a nurse, a medical training that leads her to deduce that the descriptions of Alexander's final days conform to the sort of illness he could have acquired from his restored royal hat – the floodwaters of Babylon would have been polluted by the city's effluent. But I must admit that I find the second volume of the fictional trilogy, which Penguin will reissue later, by far the most successful. The Persian boy of the title is a courtly catamite whom Alexander inherits from the defeated Darius. It is through his eyes that we witness the conquests of the hero he comes to love and because this standpoint inevitably involves a maximum of invention I suspect that that is why of the three, this book is most complete as a novel – though no doubt this opinion would earn me a sharp look from the author.

The first volume deals with Alexander's youth, the last the disintegration of his world following his early death. But perhaps "last" is too presumptuous, Mary Renault made it clear when I spoke to her that she never reveals what she is working on and as her historical novels have progressed chronologically she may even now be following her Alexandrid with a book about one or other of the successor regimes – perhaps the Ptolomies of Egypt. If she is working on the dynasty of the Cleopatras I can only think it is a blessing that she lives in Cape Town – far from a certain television series which would probably give her apoplexy.

Prone to panic

Peter Ackroyd on George Gissing

Gissing: A Life in Books. By John Halperin.
Oxford £18.50. 0 19 812677 8.

Pity poor George Gissing: he could never find rest. Just as each of his novels is a memorial to his own suffering and anxiety, so he wrote his own epitaph: ". . . he had suffered much from defeated ambition, from disillusions of many kinds, from subjection to grim necessity . . . and under a haunting fear of the future". This is ostensibly a portrait of Henry Ryecroft, from *The Private Papers of Henry Ryecroft*, a novel written at the end of George Gissing's relatively short life (he died in 1903 at the age of 46). But all of Gissing's most successful novels have at their centre Gissing himself, railing against the world and against the lower middle-class life from which he had come and whose taint he felt with him always.

And yet his weaknesses could not be attributed entirely to the surroundings of poverty in which had been born: his own malaise ran deeper than that. He was insecure, restless, nervous, fearing failure in the middle of success and looking for the worst in the best – the kind of man who finds it so difficult to function in the conventional social world that he takes refuge in his own writings, where he can both protect and assert himself.

It is not a happy story, and John Halperin tells it here with a certain detailed relish. As a young boy in Wakefield, George Gissing was an obsessive, a compulsive reader; he was desperate to succeed in intellectual pursuits and, at the age of 15, won a scholarship to Owens College. At 16 he went to Manchester and lived alone, lost in his books and in his zeal for learning. But then the great crash came: he fell in love with a prostitute there, Nell, and stole to give her food. This theft was discovered and his academic career, to which he had devoted all of his youthful dreams and ambitions, fell around him. He fled to America, ruined, but he could not escape the memory of his shame: most of his novels take as their theme the concealment of a guilty secret, the guilt which makes a man uneasy and nervous, fearful of society and yet craving reassurance from it, prone to panic.

Such a man George Gissing became. He returned from America and settled in London where at once he embarked upon the wretched career of the professional novelist, turning out book after book under the pressure of economic necessity – in 26 years he wrote 23 novels, a travel book, a critical study of Dickens and 111 short stories. He is, for the professional writer, something of a hero. Despite the fact that he was badly treated by some of his publishers, and worked on small advances, he had the faith and the endurance to work on in a determined fashion. He wrote *New Grub Street* in ten weeks. His first successful novel, *Demos*, is a diatribe against progress, education and industry, projecting his own fears and hates into a general statement of gloom and despair. This was to be the pattern that all of his major novels followed.

But if his life dominated his books, his own novels shaped the course of his life: time and again Gissing anticipated in his fiction the melancholy twists and turns of his own existence. It is as if he wrote so much of himself into his writing that he included there, also, those aspects of his character which he could not consciously see or examine, and which were to propel him into the disasters duly recorded in the books themselves. He married the prostitute Nell just as he was finishing *Workers in the Dawn*, in which marriage to a prostitute leads to shame and tragedy.

In fact George Gissing's troubled relations with women form a large part of his vision of despair and of despondency. He married three times, and in each case his insecurity was such that it became attached to each of his wives; he did not invite anyone to his various houses, and he was rarely seen in public with any of his spouses. That is not inexplicable in the case of the third Mrs Gissing, since she was a Frenchwoman whom Gissing had married bigamously; but although his other two wives seem either to have been slatternly or shrewish, he married them both out of pity for himself (he did not think, because of his guilty secret, that he could marry a "respectable" woman) and was sometimes of so nervous and disagreeable a temper that he aggravated domestic discord so that life became intolerable for both parties.

It is almost as if he needed distress and misery in order to be most at ease with his own genius, "Keep apart, keep apart, and preserve one's soul alive"—that was the motto which hangs over all his art; but if it brought with it great achievement, it led also to that despair and self-pity without which the achievement might not have been possible: "Such men as I live and die alone, however much in appearance accompanied." Pity poor George Gissing.

The Harvester Press have just republished three of Gissing's novels in paperback: *Demos*, *The Nether World*, and *The Private Papers of Henry Ryecroft*, at £5.95, £2.95 and £4.95 respectively.



March-past

Kevin Crossley-Holland on Siegfried Sassoon

Diaries, 1915–1918. By Siegfried Sassoon.
Faber £10.50. 0 571 11997 2.
The War Poems. By Siegfried Sassoon.
Faber £5.25. 0 571 13010 0. £2.95. 13015 1.
Sherston's Progress. By Siegfried Sassoon.
Faber £2.25. 0 571 13033 X.
Not About Heroes. By Stephen MacDonald.
Faber £3.25. 0 571 13128 X.

To read Siegfried Sassoon's celebrated war poems and prose trilogy (*Memoirs of a Fox-Hunting Man, Memoirs of an Infantry Officer* and *Sherston's Progress*) is a paradoxical experience. The poems are vivid squibs, outspoken, often bitterly angry at the appalling suffering of the men in the trenches and the mindless patriotism of parliamentarians and press, clubmen and country diehards in England. The memoirs, on the other hand, are the work of a masked man: they adopt the persona of George Sherston, they are doctored and cagy. "In Sherston," wrote Sassoon in 1964, "I had to eliminate most of my excitability and intolerance as it had to be a fair-minded account of war experience . . ." and, in a letter to Robert Graves, he commented that Sherston was only "one-fifth" of himself.

The publication of *The War Poems* as a separate volume is interesting chiefly for the inclusion of seven poems taken from periodicals and thirteen from manuscripts. The best of these are the real thing, vintage Sassoon. "The March-Past", written on Christmas night 1916 and described in the *Diaries* as being "a grim, jeering, heart-rending sort of thing", is short enough and fine enough to reprint in its entirety:

In red and gold the Corps-Commander stood,
With ribboned breast puffed out for all to see:
He'd sworn to beat the Germans, if he could;
For God had taught him strength and strategy.
He was our leader, and a judge of Port –
Rode well to hounds, and was a damned good sort.

"Eyes right!" We passed him with a jaunty stare.
"Eyes front!" He'd watched his trusted legions go.
I wonder if he guessed how many there
Would get knocked out of time in next week's show.

"Eyes right!" The corpse-commander was a Mute;
And death leered round him, taking our salute.

Much as it may have annoyed him, Sassoon's reputation as a poet is justly founded on what he wrote between 1914 and 1918, and *The War Poems* is a welcome stepping-stone towards a Complete Poems to replace the *Collected Poems 1908–1956* (now out of print).

The second instalment of Sassoon's diaries (his *Diaries 1920–1922* were published last year) covers his involvement in the War – service in France (twice) and Palestine, periods in England convalescing after catching trench fever and getting shot in the head, the award of the Military Cross, the famous statement against the continuation of the War and subsequent commitment to Craiglockhart Hospital.

Often written in the expectation that the next minute or morning might well be his last, these turbulent pages have an immediacy that makes them compulsive reading. Quite unlike the prose books based on them is being unequal and raw and revelatory, they portray a man curiously aloof and sometimes contemptuous (as of his fellow officers), yet compassionate and genuinely popular amongst his men. Unable to depend or to make secure relationships, he takes refuge in close observation of the natural world and the solitary act of writing. The publication of Sassoon's diaries certainly adds a dimension to our understanding of this awkward, insecure, courteous and hugely talented man.

Sassoon kept no diary during his five months at Craiglockhart, and Rupert Hart-Davis fills this gap by printing letters from Sassoon to Robert Graves and Robbie Ross and Ottoline Morell. This was the time when Sassoon formed friendships with the psychologist W H R Rivers (so warmly portrayed in *Sherston's Progress*) and Wilfred Owen, a fellow patient at the hospital. *Not About Heroes*, winner of the *Scotsman*'s Fringe First Award at the Edinburgh Festival 1982, celebrates this hothouse friendship between the two poets in a way that is faithful to its source material (*Siegfried's Journey* and Owen's letters), quietly inventive and, in the end, properly moving.

ARTS

Blind fate

The Oedipus Plays. By Stephen Spender, after Sophocles.
Oxford Playhouse until March 19.
Cambridge Arts Theatre March 28–April 2.

"Not being Oedipus he did not question the Sphinx." The opening line of John Heath-Stubbs' famous poem is funny because it cuts to the heart of the Oedipus story: the gruelling inevitability of its tragic machinery. Free will is a delusion men enjoy as they work out the pattern ordained by the gods. Every effort to evade the noose of prophecy only serves to tighten the knot.

In *Antigone* – the third of Sophocles' Theban plays, though the first written – Ismene, Antigone's sister and like her the fruit of Oedipus' incest with his mother Jocasta, tries to deny all this. She says it is possible to choose for oneself. If 'is a measure of Spender's achievement in his stripped-down version of the plays that he can make a modern audience find Ismene's attitude foolish. We know, even as she claims her freedom, that she too is serving the cruel intention of Apollo. When she sees her sister proudly condemned, and realizes her own emotional and spiritual bankruptcy, she drinks the bitterest cup of all.

Spender manages, then, to take us into a world of all-powerful, capricious gods, implacable fate; a world in which the demands of the dead outweigh the wishes of the living. He manages, too, to convey lucidly and economically the thread of story. But in the process he mutes its shocking force. The language is too latinate, too rounded for pity or terror. Something rougher, more passionate is surely needed when Oedipus puts out his eyes than the polite inquiry, "What monstrous force drove you to that excess?" The decorous words retreat from the stark emotion of the scene. And if this story is not to appear grotesque to us, it must move us savagely, immediately. Perhaps for a post-Freudian generation the Oedipus story cannot succeed at all unless the writer incorporates some sense of Oedipus having desired as well as feared his fate: and both desired and feared it in a language more basic than Spender provides.

He relies instead for his effects of emotional tension or colour on the transition from prose to blank verse, and on the emphatic quality of occasional rhythm. The director Gordon MacDougall – who commissioned the play from Spender – does vivid justice to Spender's intention here by encouraging in his actors several distinct styles of delivery. The variation of mood is very effectively controlled, with the aid of Terry Mortimer's haunting music.

The play comes to life most when Spender is most enjoying himself: in the Shakespearian comic chatter of the lugubrious low-life characters; in the bluff untrustworthiness of Creon, splendidly portrayed by Arthur Cox, smug, oily and insolent by turn. Creon's inversion of E M Forster's famous dictum – "If I had to choose between my country and my friend, I would always choose my country" – is a typical touch to lighten the tone. And humour aside, there is real wit in the pun with which Oedipus staggers out to blind himself: "Cursed in my birth: cursed in my marriage: cursed in my doom of murdering my father: let me look no more upon the sun".

Blindness is the metaphor to which the whole play relates. Oedipus was "blind when he saw"; blinded, "in his great dark he sees things clear". This is the paradox Spender explores, with searching intelligence. His *Oedipus* may not make us weep, but it forces us to think.

Nell Philip



A scene from Ruckblick

Scenes familiar

Festability.
The Young Vic Theatre.

It was an old lady – it's always an old lady – who remarked that she quite liked *Hamlet*, but wasn't it full of quotations. *Miranda's Dream* presented by Path Productions at the Young Vic was a bit like that. With considerable ingenuity, devisers Keith Rubidge, Jane Kingshill and Danny Kingshill strung together scenes from various plays by Shakespeare to tell a totally new story. To be frank the new tale wasn't really up to much – Miranda from *The Tempest* fell asleep and in a dream, strayed into *Hamlet, A Midsummer Night's Dream, Romeo and Juliet* and about half a dozen other plays – but the overall effect was quite charming.

It was a sort of literary *Those You Have Loved*, or perhaps an oral dictionary of quotations. The whole evening was a collage of familiar and half-remembered scenes linked by just about every song Shakespeare ever wrote in seductive new settings by Philip Thornton. Almost before we'd noticed we'd moved from Hamlet's "Get thee to a nunnery" tirade, bawled at Miranda by an anonymous Lover (Danny Kingshill), and were watching the Queen of the Fairies seducing Prospero who had suddenly sprouted the ears of an ass. All very confusing – but that old lady would have had the time of her life! *Miranda's Dream* was one of two productions playing on alternate nights at the Young Vic in a programme called *Festability* – "a celebration of people's abilities". Alternating with it was *Ruckblick* (Flashbacks), a dance drama devised and choreographed by Wolfgang Stange around the life and work of the German artist Kathe Kollwitz who died in 1945.

Presented by Amici in association with Shape, *Ruckblick* like *Miranda's Dream*, used a mixture of physically disabled, mentally handicapped and able-bodied actors, singers, dancers and musicians. But neither production was looking for sympathy from its audience. Quite the reverse. Path (an acronym for Practical Arts and Theatre with the Handicapped) aims to present performances of a high professional standard which stress ability, not the disabilities of the performers. With this in mind, critics were asked to look at *Miranda's Dream* as they would any other piece of theatre. That wasn't difficult; it really didn't matter that the Queen of the Fairies was confined to a wheelchair. More to the point, for most of the time it didn't even notice.

Hugh David

Child's play

Alive To It All.
Serpentine Gallery until March 20, then Hull, Plymouth and Sheffield.

"Genius is nothing than childhood recaptured at will", said Baudelaire. Although the retrieval of a child's way of drawing is not essential to his literary point, the use of children's art by twentieth century artists has been so widespread that the link between the two is not inevitable.

Each of the 13 artists included here has been influenced by children's art but while the examples of Klee, Miro and several others are clearly not the work of children, Roger Hilton on many occasions comes so close to the nursery that pictures like "Untiled" (a vivid image of a snail crawling before a blue and orange landscape) could easily be mistaken for one by a four-year old.

Unfortunately, no comparison can be made on the spot for the exhibition includes no work by children. Relying on common knowledge to fill the omission, it inevitably encourages stereotypical evaluations which do nothing to improve an understanding or appreciation of either children's or modern art. Given the unifying theme of the selection, this is a missed opportunity, for time and time again the characteristics of the adult work on display could be matched by examples from the under-fives.

What the exhibition does provide is a celebration of the metaphor and simile in art. Henri Laurens pads the limbs of his figures into the rectangle of the sheet like so many sardines in a tin. George Fullard assembles sculptures as if he was a child substituting a box or a table leg for something else. But, once again, it is the very talented Roger Hilton who, combining the multiple viewpoints of Cubism with the uproarious material of the lavatory wall, achieves the dazzling directness of the very small child.

Michael Clarke

Priory murder

Murder in the Cathedral.
St Bartholomew's Drama Society, St Bartholomew-the-Great, Smithfield.

For what seemed an eternity we sat in the dark, wary of the silence, sniffing incense and enjoying the demonic orange light shining through lancet windows chiselled in the ancient church's yard-thick walls. Then slowly, quietly came the Agnus Dei and a procession of four candle-bearing monks up the aisle.

In the Priory Church of St Bartholomew-the-Great the Drama Society of St Bartholomew's Hospital found the ideal location for a performance of T S Elliot's *Murder in the Cathedral*. More than on any stage, the stern, formal drama really comes to life in a properly ecclesiastical setting; among St Bartholomew's round Norman arches (which predate even Becket by a quarter of a century) it was almost eerie.

And, sparse and formal, Barb production did the play proud. From beginning to end it was passionate and charged with unusual urgency. Even the unwieldy Chorus passages came over with clarity and vigour, thanks to some unaffected fine speaking. The anonymous producer clearly understood the play and the potential of the church's location; even his use of Penderecki's unequivocally 'modern' *Lamentation of Christ* seemed natural and fitting. White-clad and grey-haired, Ian Ackland-Snow made a lot of the part of Thomas, revelling in the opportunities he was given to be natural and human against the basically static, unmoving Chorus and small-part Knights, and Tempters. Facing the latter, indeed, from behind columns high in the clerestory he was at his finest, another Thomas who really developed and thought and anguished. His

Breaking through the sound barrier

ILEA Young Musicians.
Purcell Room.

Those who complain about declining educational standards would have done well to have attended last Thursday's concert given by members of the ILEA Centre for Young Musicians, whose aim is to foster excellence in musical performance. Yet excellence, as its director Peter Shave pointed out, should not lead to elitist attitudes which create barriers between those who speak the language of music and those who do not. Nowhere was the view that music has something for everyone better demonstrated than in the performance of the junior ensemble most of whom were without formal musical training. They translated ideas originating from the classroom into a remarkably coherent piece which, though traditional in form, used combinations of familiar classroom instruments, cellos, brass and recorders alongside metallophone and woodblock to create at times an almost Eastern sound.

The rest of the programme, designed to show the range of work at the Centre, was representative of a current trend in music education which lays emphasis on early and twentieth-century music in preference to the once more favoured classical and romantic periods. A flourish of brass in Venetian style (an 8-part antiphon by Schütz) opened the programme and ended it (part of the Monteverdi *Vespers 1610*), with joyful participation from the whole cast. A professional-sounding recorder consort tackled a dignified pavan by William Brade, and were equally at home with the root-tootin', aptly named "Touch of Vulgarity" by Geoffrey Russell-Smith, which featured some dextrous manipulation of the sopranino recorder. The chamber choir evoked pastoral delights in a Morley madrigal (purists might have queried the authenticity of the accompanying string quartet) and in the Midsummer Song by Delius. Instead of a Mozart Divertimento the chamber orchestra chose the *Trauermusik* by Hindemith (there is nothing ponderously Germanic about this piece with its beautiful solo viola part, composed on the death of George V); and, by contrast, Poulenc's *Mouvements Perpétuels* – even wittier than in their better known piano version. Although it would be inappropriate to single out individuals from such collective talent mention should be given to violist Lucy Kanter, the two soloists in the hauntingly pentatonic *David's lament* by Mátyás Seiber, and not least to the teachers who give up their Saturdays to train these young musicians to such a high standard.

Philippa Davidson

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The Young Vic

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ARTS

Hubble, bubble – no trouble

Shakespeare Workshops
The New Shakespeare Company at the Roundhouse. St George's Elizabethan Theatre, Tufnell Park.

Year after year chief examiners of literature criticize O and A level candidates for referring to that year's set Shakespeare as a novel or, less inaccurately, a poem. Teachers are reminded of the importance of considering plays as plays, as works for the theatre rather than oddly-printed stories. We do, we do, they counter, reminding the chief examiners in their turn of the difficulty of conjuring up Shakespeare's "wooden O" within the concrete-and-glass cubes that are their classrooms. Impasse, the only solution to which (apart from turning the RSC into the world's largest TIE company) would seem to lie in the growing number of Shakespeare workshops run by theatre companies up and down the country – workshops whose main premise is that Shakespeare can be fun, or at least more interesting than a run-of-the-Mill-on-the-Floss English Lit lesson.

The New Shakespeare Company who perform at the Open Air Theatre in Regent's Park during the summer have recently been presenting their *Tragedy Workshop* at London's Roundhouse. An all-day affair aimed at O and A level students, the session I sampled was certainly fun but demanding to say the least. Writer and presenter David Whitworth cracked the whip relentlessly. Although things were centred around a study of *Othello* (we'd all dutifully brought copies) he made it clear that he expected his young audience to be at least on nodding terms with *Hamlet*, *Macbeth* and *King Lear* as well. Surprisingly, most of them were, and happily shouted out answers to display their knowledge.

After a few definitions of tragedy – Aristotle's, of course, but also St Augustine's, Joseph Addison's, Tom Stoppard's and even Napoleon's – Whitworth and a hard-working company of six actors got down to business exploring common themes in the four plays. It was exhausting just watching as poor Ophelia was psychoanalysed, Lady Macbeth put on the spot like a fairground turn and Othello accosted by a bewildering variety of Iagos. And that wasn't the end. A little later Hamlet met Sir Andrew Aguecheek and we were treated to a hilarious extract from Sir William d'Avenant's 1674 version of *Macbeth*.

David Whitworth's own "15-minute *Othello*", *The Venetian Double-Dealer* made a witty, natural link into the – thankfully – rather less demanding afternoon session in which James and his fellow actors gamely worked with volunteers from the audience in staging scenes from the real *Othello*. After which, minds boggling, 250 fifth- and sixth-formers went away – no doubt creeping like snails unwillingly back to literature at schools.

Over at St George's Elizabethan Theatre in Tufnell Park, artistic director George Murcell believes that such workshops are only justified if they can give pupils something they could not possibly get in their own classrooms with their own teachers. Something like the concentrated intellectual excitement of the New Shakespeare Company's day – or for that matter the more informal, more practical one-day *Introduction to Shakespeare* programme offered at St George's.

By no stretch of the imagination could that have been done anywhere other than in a fully-equipped theatre for, assuming no knowledge of either Shakespeare or theatrical practice, Murcell's actors and stage technicians spent much of the day teaching their audience the rudiments of directing, prop- and costume-making and even stage fighting. And great fun that was too. Time and time again volunteers – the youngest just ten – clambered onto the stage to be dressed as Elizabethan women, pressed into service as sound effects men, or worse. "There's your sabre, hold it like a paintbrush", said the fight director – and, before they knew where they were, two 14-year-olds were cutting, thrusting and parrying like true professionals.

And all the while Shakespeare was waiting in the wings. The day was to culminate in a performance of a specially-shortened *Macbeth*, the kind of treat a class of third years would ordinarily find no difficulty in turning down. But not when the pill is sugared the St George's way. By mid-morning everyone was engrossed in an intense discussion about how Macbeth's "is this a dagger which I see before me" could best be staged. By lunchtime the pre-O level audience had all actually taken part in Act One, Scene One of *Macbeth*, lustily stimulating owls, bells, wind, rain, thunder and battles while the professional cast went gallantly on.

Hubble, bubble, toil and trouble, but not so much as a groan all day long. Who said Shakespeare can't be fun?

Hugh David

Working round the Midlands

Problems of unemployment feature large in current TIE productions for senior school audiences in the West Midlands. In Walsall Wolverhampton Gazebo Company are touring *Terrie*, a one-act play for fifth year pupils on the plight of an unemployed school leaver. We follow her on a frustrating round of interviews with the careers officer and the social security department. She gets a brief spell in a travel agency as "the YOPS girl", and is then back on the dole. There's a happy ending but not before Terrie has endured some disheartening events. Group discussion work follows the performance when the actors focus on various aspects of Terrie's story and share with the fifth-formers their own experiences of looking for work, which form the basis for some of the material in the play.

Terrie is a short, outline sketch with characters and situations exaggerated to give maximum effect in a short time. Directed by Andy Rashley, smartly designed by Ed Lawson, it contains some amusing "instant" character studies, though a slightly longer, more thoughtful handling of the subject, allowing a greater sense of involvement with the central character, might have been more effective.

This sense of involvement is the achievement of, After Columbus, the Belgrade TIE Company's full-length, stage show for schools and family audiences in Coventry. Set in New York in 1910 it follows the fortunes of the Moshinsky family, Russian Jews who have fled from the Cossack raids to the New World of opportunity where "if a man works he can get rich". But work is scarce and badly paid, it's the days of the sweat shops, "We work 7 am – 7 pm Monday through Saturday", and instant lay-offs and dismissals.

The loyalties which grow between the hard-pressed immigrant workers in the Triangle Shirt Company and the kindness which lurks below the abrasive manners in the cheap boarding house contrast with the brutality of sudden street violence and laisser faire society where the weakest go to the wall.

It is a very human story, spiced with many touches of humour, and Stephen Ley directs at a pace which keeps the audience deeply involved in the fate and fortunes of these well rounded characters while Elliott Grey Turner's set, of tall grey blocks and rattling metal stairways perfectly catches the feel of down-town tenement life.

Ann FitzGerald

Heavy reckoning

The Cuckoo and the Owl.
University of Bristol Drama Department March 4.

Before the battle of Agincourt, the soldiers wished that the king would do his own fighting, and Harry, incognito, heard them say so. By examining his subjects, "the king himself hath a heavy reckoning to make, when all those legs and arms and heads chopped off in battle shall join together at the latter day and cry all 'We died at such a place'."

Something of the sort – an eloquent reconstruction of moral reality with voices from the distant and recent past – was staged last week by second-year students from the drama department of Bristol University, before an invited audience from Avon schools. This spirited performance was a culmination of academic, interpretative and practical work, and was accompanied by an exhibition on the themes of war and peace in Shakespeare, linking traditional iconography and cosmology with later representations of conflict, and contrasting military glory with the desires and experience of those on the receiving end.

The historical readings, songs and poetry which served as a counterpoint to the Shakespearian scenes were tellingly chosen from a variety of sources from Machiavelli to Robert Oppenheimer. An early account of colonial success – the promotion of alcohol-dependency among American Indians by the fur trade – preceded Stephano's taming of the "servant-monster" Caliban by "celestial liquor". The relevance of another juxtaposition of ancient and modern was not lost upon us. The death-roll from HMS Glamorgan was read together with several letters from the late David Tinber, aged 25. Then, returning through the centuries to an expedition on the plains of Denmark, we heard what the Captain said when Hamlet asked the purpose of his marching armies:

Truly to speak – and with no addition,
We go to gain a little path of ground
That hath in it no profit but the name.
To pay five ducats, five, I would not farm it.

Marion Glastonbury

THEATRES

ROYAL SHAKESPEARE COMPANY
[illegible]

Medium force

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Asger Jorn.
Barbican Art Gallery until April 10.

Rodin and His Contemporaries is an exhibition of splendid pieces of sculpture but it is not quite the comprehensive display that the title suggests. For one thing, there is the very important omission of any work by Matisse, an artist very dependent on the master but one of his finest critics too. For another, it includes pieces by sculptors like Gonzales, who may in part be in the same tradition but whose work can hardly be seen as contemporary with Rodin's.

With examples of Rodin's "Walking Man", "Balzac" and a selection of his very late, molteny expressive, dancing and acrobatic figures, it is, nevertheless, a show of considerable interest. To look solely at the interpretations of the human head, from Rodin's "Baudelaire" and Bourdelle's "Beethoven" through variants by Rosso, Brancusi and Modigliani to Picasso's portrait of Fernande Olivier, is to be enlightened and excited by the possibilities of the medium.

The possibilities of the medium as an expressive force dominates the collection of Asger Jorn's paintings and prints. Selected from the works of his maturity, the uninitiated viewer might need the catalogue essay to discover the multiple sources and influences that shaped Jorn's development up to the mid-fifties, but the tone is established at the outset in "Loss of Centre", where a snarl-strom of strident colour is only just caught in the frayed network of lines.

Coming back to this picture after seeing all the others, images of faces and figures emerge more easily from the rush of paint, and in a way that suggests his relevance to current, avant-garde interests, which is possibly one reason for this show transferring from The Guggenheim Museum in New York. The fusion of so many nominally contradictory strands in twentieth century art and though into an identifiable style is an achievement in itself, but for a self-consciously Nordic artist to have done it with so much tonic exuberance makes many of his pictures compelling viewing.

Michael Clarke



Rodin: 'The Cathedral', 1908.

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Across the divide

Moving from the Primary Classroom. Edited by Maurice Galton and John Willcocks.
Routledge and Kegan Paul £6.95.

This book is the fourth in the series of research reports which together have made up the first five year stage of the Social Science Research Council funded ORACLE project. Taken as a whole, the work has provided an intriguing, stimulating and often controversial view of primary classroom practice.

Moving from the Primary Classroom takes the process of observation one step further by looking at the target groups after transfer to secondary school. There is already plenty of evidence that children are noticeably affected by transfer, some of them becoming increasingly anxious and a significant number suffering from impaired academic performance. One aim of this study was to look for reasons for this.

We have here an intriguing, complicated and very detailed study which repays close attention and which can only be summarized at risk of over-simplification. One important lesson to be learned, however, is that as pupils proceed through school they find that it narrows in upon them so that the possibilities for success and approval are presented to them along an increasingly limited front. This process is enhanced at transfer, whereupon there is a tendency for pupils to begin to polarize into hard workers and others – which process of polarization has been much studied further up the secondary stage by other observers. Illuminating accounts from classroom observation show, in this book, the roots of the polarization process.

One problem which the secondary school faces lies in trying to follow up and build upon the primary school's individualized approach. For example, the style of teaching in the secondary school may be to set a class to long sessions of working on paper in isolation, which activity itself – even though aimed at enabling each pupil to work at her own rate – may encourage the polarization already mentioned.

There are many points here for teachers to ponder upon. For one thing, it should be clear from the study that teachers, who are in my experience eager to co-operate across the secondary-primary divide, would do well to realize that *teaching style* may be a better focus for debate than simple curriculum content, which is what they usually talk about.

Gerald Haigh

Older and wiser

Age is Opportunity: Education and Older People. By Eric Midwinter.
Centre for Policy on Ageing £5.00.

Full fare passengers on British Rail each November would take some convincing that the hordes of pensioners usurping their seats were being deprived of a full life by an ungrateful society. Eric Midwinter, now the champion of the elderly and ever the master of the startling phrase which illuminates an argument, is conscious of the danger of overdramatizing the bitterness of a generation which had little formal education, fought a war, and was then called upon to pay for the great educational expansion of the post war years – "one does not visualise gangs of marauding pensioners roaming the streets mugging defenceless teenagers". He is cautious, too, about being puritanical about older people who may prefer to "put their feet up and watch Mike Yarwood on the telly".

But there can be no doubt that the "massive Army of No Occupation" which is the retired offers opportunities for development on a scale hitherto not recognized by adult education's providers, for only about two per cent of people over sixty are involved in any kind of educational activity. Yet education could offer that kind of constructive activity, companionship, and mental stimulation which the elderly so often seek.

The appointment of Dr Midwinter, one of education's great proselytisers, as Director of the Centre for Policy on Ageing, was a shrewd move, and in this slim volume he takes the argument into the offices of power, hoping to escalate the current discussions on preparation for retirement from the dimensions of a cosy bonfire into a public debate on the scale of a raging forest fire. If the book had done no more than describe succinctly the multifarious ways in which the elderly are participating in activities run by "an amazing spectrum of agencies", it would have been valuable, for no one hitherto has charted so completely the potential of one of the few growth areas in education.

But Midwinter's message is much more significant. It is that the movement must be dominated by the concept of self-help and participation, using older people themselves as a resource, as does the new University of the Third Age, which is described in some detail. Traditional organizations like the WEA may succeed if they can adapt their methods to the need (one quarter of Manchester College of Adult Education's 6000 students are pensioners). But, the argument runs, what we now need is more financial support for specific schemes with tutors to promote them who are animateurs, barkers for custom and "brokers in the web of human learning". The elderly themselves need to be coaxed out of the idea that you can't teach old dogs new tricks and out of the belief that to be retired is to be "relegated to the fourth division of life". And in the process any suspicion that professionals seeking to fill vacant student places are bandwagoning must be destroyed.

Midwinter's book is the first penetrating shot in what will undoubtedly become a sustained barrage, for as he illustrates so well, the prize is great, the opportunities endless. Perhaps next November those trains will be filled with groups of pensioners on their way to remote parts to combine education with pleasure, new knowledge with new experience. And why not?

Frank Pedley

Undetected because unsought?

Women in Protest 1800–1850. By Malcolm I Thomis and Jennifer Grimmett.
Croom Helm £11.95. 0 7099 2407 0.
The Victorian Girl and the Feminine Ideal. By Deborah Gorham.
Croom Helm £11.95. 0 85664 913 9.

"Women are more disposed to be mutinous," wrote Robert Southey in 1809, "They stand less in fear of the law . . . therefore in all public tumults, they are foremost in violence and ferocity."

In the aftermath of Greenham Common, it seems appropriate to investigate the British tradition of female militancy – if, indeed, there was such a thing. Has it gone undetected because unsought? The Australian authors of *Women in Protest 1800–1850* trend warily in the gaps left by distinguished chroniclers of political dissent (notably George Rudé and Edward Thompson) and make few claims for the evidence they have managed to unearth. The field is obscure, neglected, paradoxical. How is the reported presence of women at radical gatherings to be interpreted, when contemporary comments on their numbers were usually intended to belittle the cause and mock its supporters?

But if the historical significance of these findings is open to question, their dramatic interest is not. Court records show that, when food was scarce, women felt justified in raiding stores, obstructing shipments, attacking traders, and forcibly fixing prices at rates they considered fair. In Nottingham in 1812, a reddened loaf tied with black crepe was displayed as an emblem of "bleeding famine decked in sackcloth." Looters of a mill outside Manchester were each charged with stealing "8 or 10 lbs of flour"; the most that an apron could hold.

Threats to home and land-rights were doggedly defied. In Wales, enclosure officials confronted women who descended on them "like a rolling torrent", and, during the Highland Clearances while crofters stood by, their wives "literally rushed among the bayonets".

Such reckless acts marked the spontaneous rallying, in daylight, of a desperate crowd. Where popular resistance was planned, clandestine and nocturnal, as in Luddite sabotage, women played little or no part, although, ironically, it was not uncommon for male conspirators to adopt a female disguise and collective persona: witness "Rebecca", sworn enemy of the toll-gate and the workhouse.

Women were prominent in the Northern societies for Parliamentary Reform and hence among those demonstrators injured at the massacre of Peterloo. Three who described the cavalry charge in print were subsequently convicted of libelling the King's soldiers. The sober aims of "the hen-Chartists" were castigated by *The Times* in 1842 as "destructive of the best feelings of humanity", despite their general conformity with the prevailing constraints of domestic duty.

This genteel code, the ideological corset with which ladies were lumbered, is painfully outlined by Deborah Gorham in *The Victorian Girl and the Feminine Ideal*: a sad recital relieved only by 14 short biographies of stalwart individuals such as Florence Nightingale and Marie Slopes who contrived to break free. Unfortunately for the author, much of her material has already been vigorously presented by Carol Dyhouse in *Girls Growing Up in late Victorian and Edwardian England* published by Routledge last year.

Marion Glastonbury

Enfants terribles

Every Secret Thing. By Patricia Campbell Hearst.
Arrow £2.50. 0 09 930480 5.
A Death in California. By Joan Barthel.
Penguin £1.95. 0 14 006178 9.

On February 4 1974, around 9 pm, Patricia Hearst, daughter of the newspaper magnate William Randolph Hearst, was watching *Mission: Impossible* at home in Los Angeles with her fiance Steve Weed. There was a ring at the door; when Weed answered, three members of the Symbionese Liberation Army burst in, knocking him to the ground. Patty was kidnapped. The rest, as they say, is history.

And fiction. Mythology of a particularly powerful sort. Patty Hearst was the poor little rich girl who, not content with tuning in, turning on and dropping out, became "Tanya", the machine-gun-toting revolutionary and bank-robber caught dramatically by security cameras weeks after the kidnapping. Cynics were quick to assume that the whole thing had been stage-managed.

Whatever the pressures brought to bear on her – rape, sensory deprivation, terror – Patty Hearst, more than anyone in the seventies except perhaps the Rev. Jim Jones, became a scapegoat for all that had gone wrong with what Joan Didion called the "knocked down romanticism" of the sixties. In her novel *A Book of Common Prayer*, Didion transforms Patty/"Tanya" into Marin Bogart, the child "lost to history".

In *Every Secret Thing*, Patty gives us her own version of that history. We are taken through the process that led from Patricia to "Tanya", a kind of enforced moral re-education. Lawyers (and one jury) were unconvinced that the horrors Patty described in court (and now in her book) were sufficient to explain the transformation. Patty was "lost to history" in that she underwent that most desired and feared of all American mythic processes, the abandonment of the past, self-creation: the spoilt daughter become a revolutionary symbol. Patty's rich-kid attitudes did her no favours in court; neither did Hope Masters' when her turn came.

Same month, one year earlier, Hope had awakened suddenly in her family's ranchhouse outside Beverley Hills with a gun jammed in her mouth. In the next room, her lover lay dead in a huge pool of blood. The gunman raped and threatened her, told her that she had been put on a death contract by her ex-husband. All too familiar a scenario in seventies America.

What made Hope's case bizarre, like Patty's, was her apparent willingness, even desire, to protect her assailant. Undoubtedly confused, unsure who to trust, she accepted his hypnotic friendship; the "contract", of course, was a weird fiction. The man seemed to offer an escape from the meaningless Social Register tangle which had been her life. Like Patty, though, she was arrested and charged, this time with murder. In *A Death in California*, Joan Barthel ponderously details every turn in a strange and complex case, tries to explain the strange intimacy between Hope and her attacker. As with the Hearst trial, the jury and lawyers were antagonized both by Hope's snobby pretensions – "live-in maid", "family ranch" – and by her apparent willingness to jump class lines. (America never did get rid of those).

Patty Hearst's *Every Secret Thing* belongs to a recognizable tradition, the self-justification or "apology". In *A Death in California*, we are never sure of our ground. The result is as confused and frightening as the ghastly case itself.

In the end, charges against Hope were dropped and her assailant convicted alone. Patty was pardoned and freed. America shows an endless capacity for assimilating and absorbing even her most violent and terrible children. Forgiveness is the most insidious way of wielding power and keeping the boat unrocked. Nixon guilty was a shock; Nixon pardoned, a worse one.

Brian Morton

In search of an ideal landscape

Neil Philip on the life of John Clare

A Right to Song: The Life of John Clare. By Edward Storey.
Methuen £14.95. 0 413 39940 0.
John Clare Society Journal 1982. Edited by Edward Storey.
From George Dixon, 8 Priory Road, Peterborough, £2.20.
John Clare's Birds. Edited by Eric Robinson and Richard Fitter. Illustrated by Robert Gillmor.
Oxford University Press £6.95. 0 19 212977 5.



John Clare was born in Helpston, Northamptonshire, in 1793, the son of a farm labourer. His first book of poems, edited and published by Keats's friend and publisher John Taylor in 1820, was a runaway success. The three later volumes he managed to get into print – all, like the first, mutilated by well-meaning editors to suit contemporary ideas of poetic decorum – all flopped. Clare's mental defences crumbled. He became subject to delusions, turned moody and violent – at least in speech – and was tormented with worry and anxiety about past sins and present troubles. He didn't get enough to eat. In 1837 he became a "voluntary" patient at a private asylum in Essex. In 1841 he escaped, walking the 80 miles home, eating grass by the roadside as he went. Five months later he was committed to the Northamptonshire General Lunatic Hospital and Asylum, "after years addicted to poetical prosings", and remained there, in progressive isolation from all that was most dear to him, till his death in 1864.

These are the bare facts.

Behind them lies a terrible and fascinating story, well told in Edward Storey's new biography *A Right to Song*, though he rather overstresses Clare's sense of destiny, and is too inclined to speculate about people's thoughts. *A Right to Song* is not *the* life of Clare: it stands beside, rather than replaces the Tibbies' *Life*, and no modern work can entirely supersede Frederick Martin's racy, unreliable *The Life of John Clare*, published only a year after Clare's death. Clare's own autobiographical writings, and his letters, also tell us much, and for crucial periods any biography is reduced to paraphrasing Clare's account.

It is good, though, to have a solid new biography to accompany the present revival of interest in Clare's work, which has included the foundation of a John Clare Society which is making serious efforts to encourage Clare scholarship. The first year's *Journal*, edited by Storey, prints critical essays by two recent editors of Clare, Eric Robinson and R K R Thornton, and contributions from other enthusiasts. Especially interesting is Trevor Hold's "The Composer's Debt to Clare". Hold details Clare settings by composers such as William Sterndale Bennett, Peter Warlock, Ivor Gurney, Malcolm Arnold, Benjamin Britten, Michael Hurd, Richard Rodney Bennett and Hold himself; he regretfully scotches Frederick Martin's claim that Clare had been set by Rossini. The richness of composers' response to Clare is paralled by that of poets: one thinks immediately of Charles Causley's two marvellous poems, "At the Grave of John Clare" and "Helpston".

Storey takes his epigraph from Causley, though not from these poems. It reads in part, "the real significance of an environment lies in its effect on the mind and imagination of the artist". Visitors to "Clare country", from John Taylor on, have been amazed that its flat, dreary landscape could have inspired Clare's lyrical intensity; what gives Storey's book its value is not any startling discovery or radical revaluation, but the extent to which he shares Clare's feeling for and intimate knowledge of that landscape, and can help us to gauge its "real significance".

Clare wrote almost exclusively of the world of his daily experience. *John Clare's Birds*, edited by Eric Robinson and Richard Fitter, shows how carefully he observed that world. It can be enjoyed simply for the vividness, the cunning precision of its descriptions (the jay's eggs "of a pale greenish color thickly mozzled with small brunny spots"; the yellowhammer's eggs "of a fleshy ash color streaked all over with black crooked lines as if done with a pen"), or used as a highly personal field guide. For Clare's work would stand, as ornithology, as botany, as a documentary social record, even were it not the great poetry it is: piercingly felt and vigorously expressed. It is a visionary's imaginative recreation of Eden. Behind all the work – the seemingly "descriptive" nature pieces, the narrative poems of rural life, the haunting love lyrics – is a mustering, overlapping set of images which tie it all together and give it meaning beyond its accuracy, honesty and charm.

For Clare, each man's journey from childhood to adulthood relived the Fall. And in his case, nature itself made the same transition, as the wide, open landscape of his youth was enclosed. So nature became for him a potent, flexible metaphor for all that he felt deepest about the human condition. Nature and poetry were one: when Clare writes of a "rythme hung hedge" ("rythme" was his consistent spelling for "rhyme", but not for "time"), the ambiguity, deliberate or not, points up the deepest connexions of his thought. And poetry, nature and the freedom of childhood all come together in the figure of Mary Joyce, his ideal first love and muse, "my poetical fancy", whom in his clearsighted madness he addressed as his wife. Clare's actual relations with Mary are unclear: we know more about her visits to his dreams than about their real life meetings.

Storey is more sceptical about Mary Joyce than earlier biographers, seeing her as essentially a symbolic figure. He is also, rightly, kinder to Clare's real wife, Patty, whom earlier writers have tended to rebuke for not understanding Clare rather than admire for putting up with him. For Storey's Clare is no meek innocent, a "natural" poet too refined for this course world, but a stubborn, robust, independent man, with "a constant sexual hunger" and too much desperate strength to want, or need, our pity. It was, in the end, Clare's strength not his weakness which broke him, wringing from the gentle, loving, compassionate poet the wild, flailing cry that, "man I never did like much & woman has long sickened me".

As a child, Clare "imagined that the world's end was at the orizon & that a days journey was able to find it". He kept up the search, against all odds, the search for an ideal landscape, till it drove him insane. He knew what had happened to him. He told Agnes Strickland in 1860, "they have cut off my head, and picked out all the letters of the alphabet – all the vowels and consonants – and brought them out through my ears; and then they want me to write poetry! I can't do it."

But he could; and in 1844 had still known what that meant:

In every language upon earth
On every shore, o'er every sea,
I gave my name immortal birth,
And kept my spirit with the free.

Eng lit opened up

English Literature in History 1730–80: An Equal, Wide Survey. By John Barrell.
Hutchinson £13.50.
English Literature in History 1780–1830: Pastoral and Politics. By Roger Sales.
Hutchinson. £13.50.

We talk of the historical background of literature, or perhaps of its context, but such talk often lacks both precise theorization and concrete instances. Raymond Williams is editing a new series to open up the question of "English Literature in History". Each volume will explore aspects of literature in historical periods of about fifty years, without aspiring to completeness of coverage or of explanation.

The two books under review do not offer much theoretical discussion, though they set aside both traditional and structuralist assumptions by placing the literary text firmly *in* a full and detailed history. For those who have been looking for a creative combination of continental theory and English empiricism, this is only implicitly it. But we can see some of the problems and rewards of the enterprise.

John Barrell's basic theme is of eighteenth-century social theory as attempts to construct concepts of political unity for a society increasingly recognized as diverse. Barrell shows how Thomson and Dyer present the gentleman as specially equipped to comprehend the structure and purposes of society, though he can do this only from a detached position which seems to prevent him from acting. Attention to the analogy, perceived and used to this period, between political and linguistic law reveals the political implications of theories of language as divinely instituted, as matters of custom or consent, as established by polite usage, as open to progressive change. The book concludes with a shorter and less demanding chapter on Smollett.

Roger Sales takes up two main themes. He presents pastoral as "propaganda of the victors" which effaces economic reality in the interests of the ruling class. Crabbe's position was that of the magistrate, Wordsworth's account of "poor old Michael's small estate disguised the sharp practices of real estate" (p 69), and Clare's career and writing were a response to the injustices and suffering of rural life and the pressures of his upper-class sponsors. Sales' second concern is with politics as theatre: the connexion was often made, for instance over the Cato Street Conspiracy and the trial of Queen Caroline, and opposition to the government worked through a carnivalesque parody of official displays. Theatre affords a way into the political poetry of Shelley and Byron.

Barrell and Sales are both aware of the importance of language. Barrell shows how a polite norm came to dominate and how Roderick Random, though the better gentleman for his experience of diverse dialects, has to speak the language of the centre – the language of the narrator – to gain authority. In modern schools, similarly, progressive teachers may encourage pupils to write creatively in their own idioms, but they will need conventional skills to get such jobs as there are. So with the writer who would disclose new relations between history, literature and politics. John Barrell speaks the language of the centre: his work is thoughtful and scholarly, offering careful discriminations and, perhaps, an implicit valuing of complexity. His commitment is evidenced mainly by a steady assumption that literature and ideas do not transcend history and politics.

Roger Sales' approach is different. He wonders "whether the canons of the literary church may not have conditioned us to see all radicalism as slang" (p 103). His own writing will be accused of this, for the challenges the academic language of the centre with an aggressively political analysis and a relentless and irreverent play on modern catch-phrases (Jane Austen "erects wittily barbed fences to prevent familiarity from breeding a contempt for breeding" (p 30); Tom Wolfe is twice credited with phrases). This vigorous manner, which is consonant with Sales' attention to cartoon and caricature as political modes, insists that old texts raise modern political questions and mocks the ministerial tones through which most academically respectable writing seeks to obscure its own political positioning.

Sales' radical slang risks rejection (thus the reader may need my reassurance that his book *does* contain significant historical research and reasonable analysis of texts); however, Barrell's language of the centre risks incorporation as another responsible piece of work. For the patient reader Barrell has the edge in theoretical sophistication: he discovers in his texts complex engagements with the contradictions in which they are enmeshed. Sales' more direct approach leaves him uneasy with apparent contradictions – for instance with Clare's similarity in some respects to Wordsworth and Cobbett, although this could be made productive through an analysis of the problems which beset subordinate and emergent discourses. But Sales' swingeing approach can produce startling results. One may resist his criticism of "Michael" until the next chapter documents the human suffering involved in "the unacceptable face of rural society" and makes it difficult to reassert the cultivation of "literary values" for their "own sake". These are two stimulating books and they establish the need for the series.

Alan Sinfield



One of the Victorians' stranger artistic fads was their ecclesiastical medievalism: David Mearn's *Victorian Memorial Brasses* (Routledge and Kegan Paul £8.95) looks at one aspect of this. Above, the Waller Brass, 1850.

Next week

James Bentley discusses the problems involved in retelling the Bible for children; Frances Hill examines the current threats to Radio 4's identity; David Martin on Fernand Braudel and Martin Fagg on Norman Stone.

System acting

Stanislavski – An Introduction. By Jean Benedetti.
Methuen £2.95. 0 413 50030 6.

Had Konstantin Stanislavski's view of acting been as simple as Noel Coward's – know the lines and don't trip over the furniture – he would now be almost forgotten. As it is, he is, recognized as one of the most influential figures in twentieth-century drama. More than 40 years after his death, the "System" he devised remains, according to Jean Benedetti, principal of the Rose Bruford College of Speech and Drama, at the root of all good acting. "a working method for the working actor".

Benedetti's *Stanislavski – An Introduction* is intended as a companion to the three volumes of Stanislavski's own writing toted around by all self-respecting drama students. It does not take the place of the Russian master's words, but judiciously amplifies and clarifies where necessary. Since Stanislavski couched his ideas in a forbidding vocabulary of perspectives, through-lines and superobjectives, this is no small service in itself.

In less than a hundred pages, Benedetti succeeds in depicting the essence at least of the System, accurately summarizing Stanislavski's main points about the actor's need first to be "inside" his character, thinking his thoughts as well as wearing his clothes, and second to integrate feeling and emotion with his "external" skills of voice and movement. More important, he shows the System to be a practical process and not just a drama school game. That is something for which many drama students, even perhaps a few actors, are going to be very grateful.

Hugh David

BOOKS

All that glisters

The World Rushed In: The California Gold Rush Experience.
By J S Holliday.
Victor Gollancz £12.50

One hundred years after gold was discovered in California, J S Holliday began the daunting and time-consuming task of gathering together – using diaries, letters, published reminiscences and newspaper articles – the exact details of the gold rush experience.

The result is a book which revolves around the particular experience of a man named William Swain. Thirteen chapters chronicle his trip overland to California, his experience in the "diggings" and his return home by sea. Holliday prefaces each chapter with an historical overview, but the bulk of the book is taken up by the diary entries and letters faithfully written by Swain. Where necessary, his words have been supplemented by the observations of hundreds of others and each chapter closes with the letters sent to him from home.

The seven months' journey to California (the period covered in Swain's diary) comprises the first nine chapters. Here, at first hand, is a picture of what life was like for men with little or no knowledge of how to survive in the wilderness. Alienated from friends and families, exposed to variable weather conditions and almost continuous ill-health (many were the victims of cholera), overloaded with baggage and dependent on the goodwill of strangers, the irresistible lure of gold was, nonetheless, almost religious in its intensity, sustaining these men when they were at their most disheartened.

Firm in the maintenance of what he believed to be his duty and support by membership of a joint-stock company which adhered to basic principles of behaviour, Swain was faithful to his promise to record daily events for his own moral benefit and that of his family. For others, the gold fever was understandably the cause of enormous moral laxity. Subject to no laws nor societal strictures, many succumbed to various "evils". The three chapters recounting the period Swain spent prospecting for gold depict a society in which money was the only god worshipped, freedom and disappointment gave many an excuse for drinking and gambling, and what few women there were were apt to be prostitutes.

This book is a fascinating insight into the hearts and minds of Americans between 1849 and 1951. California was a fledgling territory which, through invention, luck and the accidents of fate developed into a state of wealth and power and changed the course of American history. The often poetic descriptions and the marvellous illustrations included give to this book an unexpected quality hitherto lacking in similar endeavours.

Brandon Russell

Testing time

Testing for Continuous Assessment (Evans £2.85 0 237 50516 9) is a systematic analysis of the methodology of testing. All kinds of test questions are considered, together with advice on setting, marking, and interpreting the test score. This involves discussing basic statistics, so the book is also a readable and relevant introduction for those of us who need it to means and medians, distribution curves and scattergrams, correlation coefficients and standard deviation. While not everyone will feel the need to become immersed in the topic to this extent, or to subject themselves to the self assessment tests encountered at intervals in the text on what they have learned so far, they might none the less find it a useful aid to evaluation.

Review of Graded Tests (Methuen £2.95 0 423 51040 1) is a Schools' Council's Bulletin on Graded Objectives in Modern Language (GOML). The idea is to introduce for modern languages graduated tests to be taken at any age once the required standard of proficiency is reached, on the lines of instrumental or dancing grade examinations. The idea has been used successfully in mathematics testing in some areas for years, and the scheme has the advantage of providing less able children with more limited and attainable objectives that one test taken – if they get there – at the end of five years. This booklet gives information on the experience of various different GOML schemes to date, and an analysis of their distinctive features. **Jessica Saraga**

STUDY NOTES FOR TECHNICIANS

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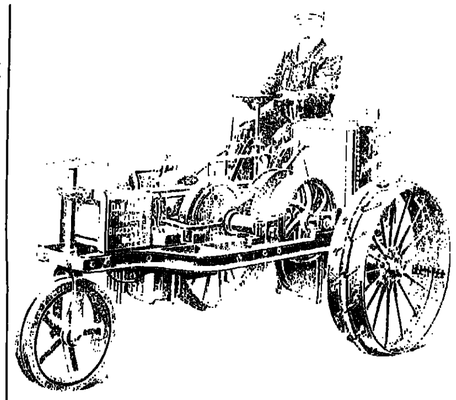
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This engraving of Dan Albone's Ivel Agriculture Motor (tractor) is one of the illustrations to Doreen Yarwood's *Five Hundred Years of Technology in the Home* (Batsford £12.50), which is designed for O level students doing either social and economic history or home economics.

Hearsay and guesswork

Class, Culture and Community. A Biographical Study of Social Change in Mining. By Bill Williamson.
Routledge and Kegan Paul £6.95. 0 7100 0991 7.

Popular Culture: Past and Present. Edited by Bernard Waites, Tony Bennett and Graham Martin.
Croom Helm/Open University Press £5.25. 0 7099 1909 3.

Population and Society in Britain, 1850–1980. Edited by Theo Barker & Michael Drake. Batsford £6.95. 0 7134 3676 X.

James Brown was born in a rural pit village in 1872. He died 93 years later two miles away in another village, Throckley, by the time a commuter suburb of Newcastle. In all his years he never strayed far from home, pit and family. Yet he lived through a revolution, economic, social and political.

So, I suspect, did your grandfather and mine. That is what makes their humble life-stories fascinating. We may not possess the skills and pertinacity to interpret their lives and analyse their revolutions, but Bill Williamson does. At the heart of his book is a vivid, affectionate family portrait. James Brown, like everyone else, refused to fit neatly into the sociologists' framework of classes and categories, and his obstinacy may have taught his grandson much about the pitfalls and possibilities of his discipline. James rarely put pen to paper. "Subtle injuries of class" is how Dr Williamson explains his "reticence and lack of interest in himself". So fading family memories, hearsay and guesswork have to be called in to reconstruct and explain attitudes and behaviour. That careful reconstruction illuminates many facets of a changing world: work, family and village community; club, chapel and co-op; industrial organization, entrepreneurial paternalism, trade union influence, political and social loyalities, moral and behavioural codes.

James Brown's father, with mobility typical of mid-Victorian labour, came from Norfolk to the booming coalfield. His son's life was narrower, lived wholly within what Dr Williamson calls the "constructed community" of the mining company's village. It was a crowded life, satisfying in its own way. Eight hours, 3.30 to 11.30, of skilled, back-breaking labour; then, three allotments to cultivate, horse and flat cart for hire jobs, rabbits and pigs, hens, geese and ducks to tend, and a family to rear. His wife's domestic routine followed a similar relentless pattern. In the end, we are told, James looked back with some satisfaction on the "progress and improvement" that transformed his harsh, self-contained world; but also with some regret for the ordered, communal, crowded existence that was to be disrupted by economic and technological change, by class consciousness and politicization.

Set beside the microcosmic reality of James Brown's world, airy generalizations and wraith-like concepts might disappoint. But these two collections each take a clear theme as starting-point for broader exploration of social change. True, *Popular Culture*, according to the Open University Reader, covers an infinite range of interests and activities (though the pubs and clubs that dominated James Brown's leisure are ignored). Malcolmson, Thompson, Stedman Jones *et al* provide a solidly historical section, tracing popular recreation's collapse before middle-class morality and re-emergence in a host of new guises. There follow some ponderously lively and moderately successful attempts to endow some of the lighter aspects of modern life with universal significance; and we explore enjoyably the submerged ketculture of children, motor-bike mad, *Jackie*-reading teenagers, and the parts of James Bond that Fleming never reached.

Population and Society is more strait-laced and stolidly statistical. Its demographic theme is close to the core of social change. Once past preliminary fussing over uncertainties and ambiguities in his figures, each contributor settles to his enquiry: quantitative assessment and explanation of changes in households, childhood, working women, health, mortality, employment, immigration. Each offers sensible discussion, and some (as Professor Hair on child labour) unexpected insight. The collection sets in its numerical and universal context one aspect of James Brown's revolution.

Tom Corfe

Viewed cynically, archaeological atlases benefit their compilers more than they inform their readers. A volume as broadly based as **The Atlas of Archaeology** (edited by Keith Branigan, Macdonald £15.95) cannot be sufficiently detailed in describing cultural traits and illustrating the distribution of these cultures and their major sites. It aims at a globally even balance – though the Greek world is grossly over-represented and Australasia is not covered. However, with coverage of five cultures per continent or major region the geographical and chronological spread is sparse.

Ian Caruana

King's story

King Edward III. By Michael Packe. Edited by I. C B Seaman.
Routledge & Kegan Paul. £12.95. 7100 9054 2.

People often seem surprised to be told that the middle ages changed enormously in the course of its thousand years. No part of it changed more dramatically than the century between about 1300 and 1400. English was becoming standardized, poetry flourished, peoples people were getting less poor and more likely to be rebellious, the role of women was becoming more diverse and interesting. Yet you could hardly guess this from the illustrated manuscript books of romance or psalms which were being produced. The stiff, brightly coloured figures portray a timeless world of war and chivalry, decorous romance and occasional grim processions to the plague-pits.

Michael Packe (who unfortunately died before this, his last book, was quite finished) set out unashamedly to tell a king's-eye story. It is completely unjust to blame an author for not writing another kind of book. Mr Packe was a skilful professional writer and not a professional medievalist, but he has written the first full-scale account of Edward III (1327–77) since Victorian times. Why should we complain if he bypasses the intricate credit-operations of Hull merchants or the secrets of Chancery procedures? Professor would have been delighted, and so too those who like a good story. War and battles hold the stage. Detailed attention is given to the king's love-affairs. No horrific symptom of the pestilence is spared. There are clear and thorough treatments of difficult subjects too: the dispute over the dukedom of Brittany between Blois and De Montfort, for example, or the activities of great men as builders.

A few passages strike discordant notes, and even some of these are a matter of taste. I must admit to irritation at the fictionalization of details: "timber crashed down in the royal forests as the building of new ships was hurried on". Rather worse are the author's mistakes, especially when they are expressed with contempt. The "Ragman Roll" does not derive from "ragmarole" and is not "an over-rated parchment". The popes who lived at this time in Avignon are unjustly handled. Many were good, conscientious men. And if Benedict XII really was very fat it doesn't follow he was gluttonous. He was a Cistercian monk and the present reviewer has himself seen Cistercian monks who were fat because of carbo-hydrates rather than greed.

These are not intended as niggles but warnings that the reader is going to get a clear, painstaking, old-fashioned story without much depth or subtlety but with a wide range.

Robin Du Boulay

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BOOKS

Children's literature

Naming demons

The Pink Fairy Book. Collected by Andrew Lang. Edited by Brian Alderson. Illustrated by Colin McNaughton.
Kestrel £7.50. 0 7226 5703 X.

Grimm's Fairy Tales. Translated by Peter Carter. Illustrated by Peter Richardson.
Oxford University Press £7.95. 0 19 274529 8.

German Tales and Legends. By Ruth Ratcliff. Illustrated by T E Breheny.
Frederick Muller £4.95. 0 584 62059 4.

Andrew Lang's coloured fairy books, eclectically compiled and erratically edited, have helped children name the demons of their imagination for nearly a hundred years. To continue to do so for another hundred they needed exactly what Brian Alderson has provided: pruning of the few weak literary stories inserted in each volume; retranslating to catch more truly the flavour of originals which as often as not were already translations before Lang's helpers got to them; and reshaping to transmit the sound of the voice not the scratch of the pen. All this could scarcely be done better than it has been here. If occasional phrases in Lang's text were more resonant (I prefer, for instance, Lang's "with all the pleasure in life" to Alderson's "Why ever not?"), most of the changes are decided improvements. Lang's Andersen texts were Englished by Miss Alma Alleyne from German translations; Alderson has gone back to the Danish to provide something much more sprightly. Take the opening of "The Snowman": Miss Alleyne's sedate "How astonishingly cold it is! My body is cracking all over!" becomes Alderson's infectiously vivid, "I'm all of a crackle inside with this scrumptious cold!"

The Pink Fairy Book, besides several Andersen tales, among them his masterpiece "The Snow Queen", includes traditional stories from all over the world, demonstrating for Lang "that black, white, and yellow peoples are fond of just the same kinds of adventures". The best are the Danish and Swedish stories translated for Lang by W A Craigie: they are rich both in terror and laughter. Those from Japan, including the famous tale of Urashimataro who, like Oisin, returns from enchantment to discover his parents dead and his country changed beyond recognition, are not, perhaps, very convincingly Japanese; for want of a better solution, Alderson has left them as they were. But the African tales, which in Lang were stilted and odd, have been transformed by Jay Heale into impudent, hilarious, rude delights.

The illustrator of this edition, Ian McNaughton, takes his key from these comic fables rather than from the majesties of "The Snow Queen" or the horrors of "The Princess in the Coffin", though he provides for this latter story an appropriately menacing headpiece. His comic vignettes give the book a warm, inviting air; a far cry from the ferocious and richly sensual pictures drawn by H J Ford for the 1897 edition. The few drawings in which McNaughton makes use of his predecessor's work serve only to sharpen the contrast, which is essentially one between decoration and illustration.

But McNaughton's pictures, if they cannot match Ford's in range or intensity, have a pungent wit which suits the more homely atmosphere of these new texts, leading us to the cottage, not the study. Peter Richardson's illustrations in black and white and colour for Peter Carter's new translation of 30 of *Grimm's Fairy Tales* take us into Disneyland. Hansel and Gretel become wide-eyed little waifs; the brave little tailor looks like Pinocchio; Snow White and Rose Red are as sweet as sugar candy. This is, I suppose, one way of illustrating Grimm; its limitations are made apparent by a quick glance at Maurice Sendak's spine-tingling pictures in Segal's *The Juniper Tree*. Richardson's efforts do, however, prepare us for Carter's loose, unsatisfactory translations. By novelistic expansion, often of a whimsical nature, Carter manages to blur completely the clean lines of the tales, deadening and muffling their impact. Take "Rumpelstiltskin", surely one of the most threatening and discomforting of all stories. At a key moment, Rumpelstiltskin comes to collect the child which was promised him. The mother begs him to take anything but the baby, but he replies (in, for instance, Alderson's translation), "No, a living thing is dearer to me than all the treasures of the world". This highly ambiguous and menacing statement becomes in Carter, "No, I want the baby. You must keep your promise." This is because, "I am lonely, too and no woman will ever marry me so that I shall never have a child of my own unless I take this." At the end we are reminded that "still, you know, it was sad for the dwarf who wanted to have a child of his own to love and care for." Carter's sentimentalized translations have neither the familiarity of Taylor's, the alertness of Alderson's, the crispness of Segal's nor the solidity of Mannheim's: children encountering Grimm in this version will be playing with toy grenades, not live explosive.

Ruth Ratcliff, who retells her *German Tales and Legends* from childhood memories of her storytelling nurse, is the author as Ruth Michaelis-Jena of an authoritative biography of the brothers Grimm, and herself a translator of Grimm tales. The stories in this little book are gentle, safe fairy legends, sometimes charming, sometimes coy, never threatening. She has remembered them all her life; other children may do the same, though more likely if they are reworked in the tones of a familiar voice than if they are encountered just as printed.

Neil Philip

Grammatical etiquette

English Grammar for Today. By Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad.
Macmillan £12.00. 0 333 30643 £3.95 30644 9.

Few English teachers today feel entirely comfortable when teaching grammar. The recognition has grown that a prescriptive Latinate grammar does not describe living English; that its rules can only be relied upon to apply to artificial structures designed to prove them. Yet if there are no reliable terms in which to describe varieties of linguistic usage we find ourselves unable to say why one form may be more appropriate, expressive or clear than another. Teachers and students of English need a framework of grammatical concepts which describe our language, spoken and written, as it is now and from which appropriate rules of usage may be derived.

This book is a convincing attempt to do just this. Published in conjunction with the English Association, it is designed as a course book for the sixth form and tertiary level with exercises following each chapter, but teachers will also find it enlightening. In the introduction, the idea of good and bad grammar is replaced by a notion of "grammatical etiquette" and the importance of recognizing variations in language according to user and use.

The second part, and two thirds of the book, is concerned with analysis. Fundamental is the idea that "Grammar is not a precise logical or mathematical system but has much in common with biological systems, in that it involves overlapping criteria and has fuzzy edges . . . This means that there is not always a single, uniquely correct parsing of a sentence". Much of the subsequent terminology is familiar but the authors show how it can be used to describe literary or spoken language which previously had seeme dito be outside the rules.

The third part of the book indicates ways in which an understanding of grammar can inform a study of style, improve composition and suggest rules of usage. So we are brought full circle but with a new awareness of how grammar may be not a shackle but a useful tool.

Andrew Worrall

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Cambridge Educational

Programs, structured or spaghetti

Paul McGee reviews computer books, the subject specially featured at this year's LHTA exhibition

Microcomputers in the classroom. By Alan Maddison.
Hodder and Stoughton £3.95. 340 27688 6.
An Introduction to Microcomputers in Teaching. By A Nash and D Ball.
Hutchinson £6.50. 09 149031 6 (Related Software £15.00).
Microcomputers in Science Teaching. By B A Sparkes.
Hutchinson £7.95. 09 149021 9.
Elementary BASIC. By H Ledgard and A Singer.
Collins £7.95. 00 217048 5 Fontana £4.95.
30 Hour BASIC – School Edition. By C Prigmore.
Longman £3.95. 582 26108 2.
Structured Programming with BASIC. By R Altherton.
Heinemann Educational £12.50 431 990034 and £6.50 431 990042.
Beginning Micro-PROLOG. By R Ennals.
Heinemann Educational £12.50 431 99001 8 and £6.50 431 99000 X.
Computer Studies – A Practical Approach. By G M Croft.
Hodder and Stoughton £3.95. 340 26899 9.
Introduction to Microcomputers. By C M Gilmore.
McGraw-Hill £11.50. 07 02301 2.
Picture This! By D D Thornburg.
Addison Wesley £10.50. 201 07768 X.
Picture This Too! By D D Thornbury.
Addison Wesley £10.50. 201 07767 1.

In *Microcomputers in the Classroom*, Alan Maddison has attempted to provide a brief overview of the use of computers in schools. He has pared the text to the bone in order to give the greatest possible coverage and his success in limiting the size of the book is paid for in terms of readability and interest. The book is a useful antidote to much overoptimistic advertising material but sometimes the caution is overdone. A casual reader could be forgiven for concluding that television screens are a poor medium for text, that pictures are bad at conveying information, and that the use of colour can reduce the effectiveness of a program. It is nevertheless strongly recommended for the staff library.

One weakness of Alan Maddison's book is the lack of examples of good software in the variety of areas he covers. By comparison *An Introduction to Microcomputers in Teaching* contains 20 programs for the Research Machines 380z. These are listed in full in the text or are available as a disc for a further £15. The listings occupy a good proportion of the book's 328 pages and, although well laid out, are not always easy to read because they were produced by a matrix printer with no true descenders.

The emphasis on programs and programming segments of which are scattered throughout the text and begin as early as page 12, may deter the non-technical reader. This would be a pity because the book gives excellent checklists for most aspects of computer aided learning. Chapter two contains an invaluable ten pages of discussion about the use of computers in *learning*, rather than the more usual emphasis on their use in *teaching*, and should be read by anyone thinking of writing or specifying computer programs for use by children.

The programs listed cannot be evaluated seriously without running them on a computer and this limits the value of much of the discussion about each of them. It might be sensible to buy the reasonably priced book and the software and use the two together. As such they could form a valuable resource for discussion among staff of the value of microcomputers in teaching, although for approximately the same price the OU package represents much better value.

Similar, but more severe, criticisms can be made about the listings of programs in *Microcomputers in Science Teaching*, where the book is of very little value without a PET computer to run the programs. The first three pages contain the minimum of educational discussion, and the rest of the book has a great deal about programming the PET. The author admits in his preface that this book is most suitable for a physics teacher with a PET, and he should have added that such a teacher should be interested in programming in BASIC and machine code.

Programming books can either be specific to a particular machine, which is very useful for those who have that machine, or can concentrate on general principles. The latter type are often tedious because they have to give all the variations for different machines, or trivial because they concentrate on a universally implemented sub-set of the language which often means ignoring the better features such as graphics and file handling.

Elementary BASIC, subtitled "Teach yourself BASIC by solving the mysteries of Sherlock Holmes" adopts the minimal approach based on ANSI BASIC. It attempts to teach BASIC by developing logical problem solving in the way that Sherlock Holmes would have done on Babnge's Analytical Engine if it had used a very poor version of BASIC. Much of the approach is designed for a structured language and the listings of BASIC programs often seem uncomfortable after the algorithms have been well developed.

Sherlock Holmes' contribution is superficial and it is unlikely that he would ever have used phrases such as "I thought 6" although he usually spells "programme" in the old fashioned way. It is a pleasant book to read on the train or bus, particularly for those who can get a glow of satisfaction from Holmes saying "*The Times* is a paper that is seldom found in any hands but those of the highly educated".

The School Edition of 30 Hour BASIC is no improvement on the intellectually unsatisfactory and uninspiring version produced to accompany the BBC Television series, *The Computer Programme*.

Although the BBC's name is frequently used, this book seems to have been written at least a decade before the BBC Microcomputer was designed. The features which make BBC BASIC so valuable are totally ignored and the program text is written in capital letters. The additional chapter on mathematics, specially written for the school edition, actually uses a few features of languages developed in the last five years although no explanation is given for the sudden change from the preceding chapters. The general level of the book is that of a top junior pupil but the maths section is O level and beyond.

The book claims that the sooner readers understand BASIC the sooner they will understand the microcomputer revolution, and that this book teaches good programming techniques. It is hard to know whether these are culpable lies or sheer ignorance, but the overall effect is to lessen severely the credibility of all concerned. The reality is that this book is mind rotting pap for undisciplined computer junkies and not even its low price can commend it for school use.

By contrast *Structured Programming with BBC BASIC* gives a comprehensive and lucid account of problem solving techniques for the BBC Microcomputer, although the general ideas can be transferred to any reasonably structured language. It is good to see Roy Altherton, who has determinedly fought the cause of structured programming for many years, applying his ideas to such a popular microcomputer rather that pushing a language like COMAL which few people were willing to accept. The reader still needs to have the BBC User Guide to hand as some of the explanations of BBC BASIC are inadequate, but this book is strongly recommended to any serious programmer, whether teacher or pupil. It is not, however, a book for teaching pupils of all abilities.

The arguments about structured or spaghetti programming are eclipsed by discussions about languages such as PROLOG. BASIC is a procedural language, where programs consist of a sequence of instructions to the computer, whereas PROLOG is based on clear descriptive statements which solve the problem without the user needing to know the mechanics of the solution. PROLOG, like LOGO and LISP, is a product of artificial intelligence work and its supporters see it playing a major part in fifth generation computing and in teaching logic to school children.

Beginning Micro-PROLOG consists of a brief introduction, a long section of work done with or by pupils, and discussions of the use of PROLOG. Computer people often express their approval of an idea by saying that it is the best thing since sliced bread, and Richard Ennals sees PROLOG as being better than anything else in historical surveys, information retrieval, modern language teaching (including slicing bread) and science. If there is a case for teaching all pupils PROLOG, particularly when it is available on the Sinclair Spectrum, it needs to be presented more convincingly that it is in the book.

What PROLOG needs is a gifted communicator who can do for it what Seymour Papert has done for LOGO. The two *Picture This* books develop the ideas of Turtle graphics using an implementation of PILOT first on the Atari and second on the Apple. Most schools will find that books specially on LOGO will be more appropriate to their needs although these books contain some interesting and stimulating ideas.

For many years Geoff Croft was Chief Examiner for AEB O level Computer Studies and his *Computer Studies, A Practical Approach* will be scanned eagerly by teachers who have annually read his astringent comments on their students' efforts. They will find a book which prepares candidates for the AEB papers which are the sole source of examination questions, many of which have answers provided.

Authors of Computer Studies textbooks need to decide how much emphasis to place on basic computer science, programming, and applications and implications. This book tries to cover all three, but only succeeds with the first. The section on problem solving and programming is a great disappointment and although the programs are available on disc or tape it is hard to see who would want them. Once again the listings are taken from a poor quality printer and are an uneasy mixture of normal typing and all upper case letters. Much of the program dialogue is unhelpful to a user and there is a general misconception about the use of flowcharts.

The book claims to emphasize data processing but there are only three very general systems flowcharts compared to the multitude of "BASIC in boxes" program flowcharts, including detailed algorithms to insert, delete and amend records in a file. Applications are dealt with briefly but comprehensively in 15 pages and implications in two and a half pages.

The section on basic computer science is good but regrettably brief in parts. The distinction made between data and information is misleading and some of the end of chapter summaries are too brief to be helpful. The book is about the same standard as many others which address this market but could easily be improved for a second edition.

Those who want to look inside the microcomputer and gain some general understanding of machine architecture and assembly level programming will find the 310 A4 pages of *Introduction to Microprocessors* good value.

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Computer games

The Usborne Pocket Calculator Book. By John Lewis. 0 86020 633 5.
Understanding the Micro. By Judy Tatchell and Bill Bennett. 637 8.
Introduction to Computer Programming. By Brian Reffin Smith. 674 2.
Computer and Video Games. By Ian Graham. 681 5.
Usborne Electronics £1.65 each.
Computer Battlegames. 0 86020 685 8. **Computer Spacegames.** 683 1. **By Daniel Isaaman and Jenny Tyler.**
Usborne £1.99 each.

If you look through a batch of information books for young people, certain of them stand out, not so much for their content, as for the way in which that content is presented. You will then discover that you have selected the products of perhaps 15 per cent of the imprints that compete in this market. They stand out because of the firm editorial control that ensures that the information is presented in chunks of the right size, with words and sentences that are the right length for their intended readers, that a challenge to explore further is there on every page, that jokes and imaginative metaphors are there to help the reader, rather than to inflate the author's ego.

Usborne will be among those 15 per cent, and their editors, Lisa Watts and Helen Davies have exercised their skills on what I hope will be the first four of a long series – Usborne Electronics. These books are outstanding; they make all other young people's computer books that I have seen look meretricious. There was a danger that cutting up the material in this way would lead to a book that was fun to read for the first time, but in which, when you went back to check your memory, you couldn't find where the information was, but, in each book, this is averted by an excellent index, a brief bibliography, and well-chosen summary tables of, say, BASIC words. I only wonder whether this will be adequate if they take the series to more advanced topics.

I hope the authors will excuse my concentrating on a review of the presentation; the content is sound, and, most important, you don't need a computer before you start reading them, though you will certainly find yourself wanting one before you are through.

Computer Spacegames and *Computer Battlegames* are from a second series for which a computer is needed for they consist of program listings for several games with the code variations required to fit them to the baroque "special features" of the BASIC that the machine designers thought would be nice to have on any of the ZX81, the ZX SPECTRUM, the VIC20, the TRS80, the PET and the APPLE. It is worth looking at how the BBC's procedures – that least BASIC-like extension – go some way to make its codings a little bit less opaque. The quality of the editing shows itself in the comments, called "How the Program Works", and in the way that the reader is always encouraged to extend and modify the games. They end with hints on designing and writing your own games. The editor is anonymous, so I can only praise his work, not his name.

John Laski

Argument and evidence

Peter J. Baron on science and society

Science in a Social Context. By Joan Solomon: Ways of Living 0 631 91960 0. **How Can We Be Sure?** 91970 8. **Technology, Invention and Industry** 91980 5. **Evolution and the Human Population** 91990 2. £1.10 each. **Teacher's Guide. By Sue Addinell and Joan Solomon** £2.50. 0 902786 89 X.
Association for Science Education and Basil Blackwell.
Beginning Science: Biology. By B S Beckett.
Oxford University Press £2.75. 0 19 914091 X.
Beginning Biology. By R. Price.
Cambridge University Press £3.50. 0 521 28209 8.

The traditional, rather conservative, approach to science teaching seems to be much less popular these days than it was a decade or two ago. Now there is an increasing trend, especially in biology, to introduce discussions connected with individual health and community welfare. Perhaps these books represent the vanguard of an enlightened authorship which will attempt to escape from a tendency towards academic resurgence.

The movement for *Science in a Social Context*, otherwise known as SISCON, was founded in 1970 by a group of college and polytechnic teachers. At that time its activities were confined to developing the wherewithal for teaching at the tertiary level, but when the money ran out in 1978 the name and expertise were transferred to the development of a school course. The result of these continuing efforts has been the production of nine booklets, five reviewed here and a further four to be published this month. All have been subjected to several years of schools trials, with consequent redrafting, and are suitable for inclusion in a one year general studies course for sixth formers with a poor science background, or as enrichment material for the more academic students at the same level. The books are intended to provide a foundation for candidates who may, if they wish, enter for the JMB A/O level and/or LREB CSE examinations on Science and Society.

Apart from the schools which have been involved in the trials, SISCON must, for most people, be something new and the Teacher's Guide is, therefore, a very necessary item. It contains most of the practical information which can save so much time and effort. There is, for instance, general advice on the amount of time needed for the course, teaching situations, the use of audiovisual aids, projects, group discussions and experimental work. Specific information about the pupil's units, together with the details of films, videotapes, possible visits, experiments, references and other resources are given later in the Guide. In addition there are helpful diagrammatic plans showing links between various topics in each of the particular areas to be studied. Details of the exam syllabuses, some surprisingly challenging A/O and CSE questions and a list of film libraries have been placed in appendices.

Unit I, *Ways of Living* has an environmental accent and is concerned with the interactions between society, its science and technology. These topics are recounted from a historical standpoint, starting with the Ancient Brits, stone circles and their possible involvement in the agricultural technology of the times. Babylonian astronomy, astrology and magic are also examined before a leap into the industrial revolution of modern times. The conditions under which human populations lived during this period provide the chance to introduce ecological concepts which, in turn, are neatly linked into forest clearance, agricultural technology and pest control. A short chapter is devoted to water supplies, sewage treatment and the problems posed by industrial wastes. Atmospheric pollution, including that by carbon dioxide, and the clean air Act are dealt with next and short pieces on mineral and fuel resources, recycling and city planning appear in the final chapter which also covers, briefly, the impact of new technologies.

Scientific logic is the basis for *How Can We Be Sure?* But the first subheading "Are the experts sure?" sets the scene for a real life textual orientation, emphasized by remarks like "alas, it is only too obvious that experts often disagree!" We are told in some detail about Pythagorus and the deductive nature of progressive thought, as well as the importance of discussion, creative thought, argument and evidence. Rainbows, refraction, continental drift and plate tectonics are used next to illustrate the characteristics of scientific theories, to explain how the theory may exceed the observed effects or offer new explanations for established mechanisms, as well as stimulate new experiments. The dynamic nature of science is also emphasized. Finally, we are returned to the original point, with indications of the possibilities of biased expert opinion and "democratic" safeguards.

With the MSC and Sir Keith pushing vocational education, the theme of *Technology, Invention and Industry* has really hit the pops. No doubt all teachers with an eye to pupil motivation in science or technology will welcome this opportunity for a discussion of the human and scientific links with industry. Solomon starts by taking a look at various factors influencing inventions; the necessity for a market, influence of an established product, scientific basis, process development and patents. She also includes examples, demonstrating varying degrees of success, like Leonardo de Vinci's aeroplanes, sun-cotton and tetraethyl lead as an anti-knock component in petrol. R and D is considered in the context of its cost and possible failure, but a major part of this work is devoted to two stories of industrial success, the development of the plastics and microelectronics industries.

Among lively pupils, evolutionary theory always seems to provoke debate. Others may passively accept the idea or fail to understand it at all. In *Evolution and the Human Population* Darwin's theory is examined critically. Readers are provided with a brief account of the *Beagle's* voyage with some of the observations which led Darwin to his then controversial conclusions. Malthusian influence is mentioned as well as the religious controversies. There are also comments on the validity of the evidence. A particularly interesting chapter is devoted to the social Darwinism of Herbert Spencer, eugenics, the philosophy of birth control, racialism and national socialism. A brief groundwork of Mendelian inheritance precedes some information on human genetic defects and a discussion about genetic counselling. At the end, AID, test tube babies, mutagens and biotechnology are used to provoke the reader's thoughts about ethics and possible effects on future human evolution.

In terms of physical size and layout these books are not impressive. Obviously the authors and publishers could improve their presentation, but their work does represent an admirable and significant attempt to increase the scientific and technological awareness of future adults. It is appropriate to view this SISCON series as the skeleton of a multimedia venture which should inform young people about the social consequences of scientific discoveries and the complex ramifications which may result from interactions at scientific, political and industrial interfaces. As an aside, one wonders to what extent a better informed population will affect the British system of democracy. Future SISCON titles will be concerned with the atomic bomb, energy, health, food, population, space, cosmology and fantasy.

The books by Messrs Price and Beckett have definite similarities. Both are quite simple and well illustrated texts, containing the sort of ecofunctional biology which is suitable for pupils in the second and third years of secondary education. In both tomes, certain chapters deal with subjects like nutrition, reproduction and respiration. Apart from basic biology, including information on classification and simple Mendelian genetics, one notes an emphasis on the environment, social interaction and health. Thus, food chains, pollution, pests, conservation, human populations and birth control contribute to one theme, while hygiene, teeth, smoking and links with ailments like lung cancer and heart disease are included in the other.

The very effective use of illustrations in *Beginning Science: Biology*, probably gives Beckett the edge on information content and transfer. His book includes a variety of good, clearly labelled diagrams, photographs and pictorial puzzles. These, the text and questions are arranged in an attractive unit format, with chapters presented as topics subdivided into sections which each occupy two single facing pages. At the end of each chapter there are a series of exercises, with experiments. Price's illustrations are good, but not remarkable. He has also included interactive textual and summary revision questions, as well as a short teacher's guide with references and useful addresses, student's reference data. His final chapter is intended to help in the decision of whether or not to continue the study of biology during later years.

Shared experience

Veronica Millington in a new series of class readers

CASCADES. General editor Geoff Fox: Come to Mecca. By Farrukh Dhondy £1.35; **My Mate Shofiq. By Jan Needle** £1.70; **Dodgem. By Bernard Ashley** £1.95; **The Fox in Winter. By Robert Branfield** £1.70; **The Real Thing. Peggy Woodford** £1.70; **It's My Life. By Robert Leeson** £1.50; **Mischling, Second Degree. By Ilse Koehn** £1.95; **The Prince in Waiting. By John Christopher** £1.70; **Squib. By Nina Bawden** £1.35; **The Lion, the Witch and the Wardrobe. By C S Lewis** £1.70; **Tuck Everlasting. By Natalie Babbitt** £1.50; **The Third Class Genie. By Robert Leeson** £1.35.
Collins Educational.

Geoff Fox's stimulating and helpful articles "24 Things To Do With A Book" and "19 ways to share a novel" must be very familiar to many teachers. Now Collins Educational have launched an attractive series of "Class Readers for the 80's" entitled *Cascades*. The general editor is Geoff Fox and he has compiled a set of teaching ideas to accompany each title.

As Geoff Fox says, "Reading is normally a private activity. However, the sharing of a book in a public fashion can have its value." The emphasis in this series is very much on *shared* enjoyment and the titles have been chosen not only for their literary merit but also for their breadth of appeal to students of varying abilities and for their relevance to the young reader of today. The initial launch of 12 titles will be supplemented by further titles every 6 months.

For the younger age group there are books which abound with excitement and mystery, enchantment and suspense. Serious themes are there too, but less forcefully than in the books for the older age group. I suspect that Robert Leeson's exuberantly ridiculous tale of the beer-can genie will be greatly appreciated and I particularly like the unusual, rather wistful *Tuck Everlasting* with its haunting and delicate descriptions.

The books for the older readers have been thoughtfully chosen, reflecting as they do many of the preoccupations, fears and uncertainties of this age group. For example, they deal sensitively with young love, and show young people caught up in bewildering adult crises and gaining greater self-awareness and insight through their experiences. The books are frequently challenging, forcing the reader to question accepted stereotypes and glib assumptions, making them take a hard look at many of the social problems of their world. We have, for instance, two books for multi-racial Britain; the outstanding *My Mate Shofiq* which exposes the destructive power of racial discrimination in its many forms, and the hard-hitting *Come to Mecca* which focuses our attention uncomfortably on the lives of young Asians and West Indians in Britain today, telling it like it is and telling it in the gutsy idiom of the young.

The accompanying sets of teaching ideas will undoubtedly be very helpful to the teacher who is uncertain how best to approach a class reader. Far from diluting and dissipating the central experience of the books by taking the reader too far away from them, the suggested activities keep the books themselves at the centre of the reader's attention, heightening pleasure and increasing understanding. There are activities for use before, during and after reading; activities which encourage the readers to anticipate, refect, draw parallels from their own experiences, and absorb the essence of the books. Again the emphasis is on *shared* activity with suggestions, among other things, for quizzes, discussions, role-playing, interviews, improvisation, and the compiling of wall charts and collages.

Altogether this series offers the teacher a stimulating and relevant range of attractive, durable hard-back books combined with teaching notes which make a very positive contribution to the readers' understanding and shared enjoyment.

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After the alphabet

Susan Thomas discusses a BEd in computer studies

Not since the alphabet has an educational innovation made so much impact on the teaching profession. Syllabuses have been rewritten, fund raising objectives changed, and innumerable attempts made to convert unlikely people into computer specialists overnight. And all the while, beleaguered staff are being outstripped by the whizz kid computer buffs.

The DES promised, and the l.e.a.'s agreed, to put a micro into every school where there are staff competent to handle it. As a result, the body educational has broken out in a rash of crash computer courses. Earlier this term I went along to Christ Church College, Canterbury to see something with a little more depth to it.

This latest Kentish option, a BEd in computer studies, is the product of two earlier initiatives. Dr Graham Brown, head of teacher education at the college, explained that it grew out of the part-time BEd for serving teachers (which was introduced in September 1980) and the Cert Ed in computer studies (which began in September 1981). Last year, he says, the obvious need for more substantial computing education persuaded the college to offer a maximum of four computing units at BEd level. So far, 19 students have taken up the option.

The syllabus, like the student selection, was designed jointly by the college and the county's maths inspectorate. It takes in the principles of program design with particular reference to data structure, an early introduction to procedures, and a comparison of Basic and Pascal. It also covers the basic hardware involved in the system and the necessary software; makes a detailed study of systems analysis and design; looks at applications including data processing for schools; and finally, considers the place of the computer course in the curriculum and the role of the computer in education.

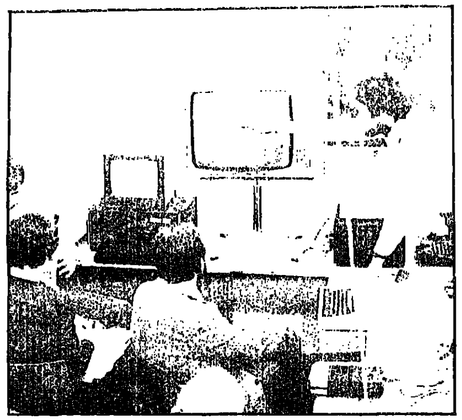
To cope with all this, says Dr Brown, "we selected experienced teachers" (at least three years at the chalkface) "who were keen to see computers used throughout the school – not just for computer studies – and ideally, who have had previous experience of computing. And it is essential that they be able to get their hands on a micro during the week".

Dr Bill Flinn, who is in charge of the course, says it doesn't quite work out like that. Most students have some previous experience, ranging from systems analysis in industry through last years Cert Ed course to a few sessions with a fellow teacher. A couple had no experience whatever, and nearly all find it incredibly difficult to get enough computer time at school. But despite the problems there has only been one drop-out so far.

There were three times as many applicants as places, but no aptitude tests for candidates. This omission interested the teachers, who are constantly faced with trying to select "computing ability" at the 13-plus option stage.

The Christ Church course runs for three years and has two three hour sessions a week, which run concurrently. "The full time BEd has 12 units", explained Dr Brown. "We assume their previous qualifications are equivalent to five units. They do programming principles and applications, and curriculum studies in the first year, concepts of computer systems and communication in the classroom in the second, and information systems and computer application, computers in education and an education report in the third."

Of the 19 students on this first year of the course, 17 are secondary teachers, 15 are men and 8 are already teaching computer studies.



Dr Bill Flinn, mathematics lecturer, with BEd computer studies pupils.

The rest expect to do so by the time the course is completed.

Sue Wilkie teaches maths and computer studies at the Holy Cross School in Broadstairs. She took the Cert Ed computing course at Canterbury last year and found it a valuable introduction. her school has one 380Z, and two 480Zs. It recently got a county grant to upgrade the system to twin disc 56K storage, extending computer studies to the third year.

Sue enjoys the course. So far it is the education side which poses problems. "I feel as if I'm achieving something – and it's given me the opportunity to get my "piece of paper" at last.

"The kids take an interest too. It improves relations when they see that you need to study to improve your qualifications."

Fred Hinkley, ex-systems analyst, teaches at Barnsole Junior School in Gillingham. He runs computing courses for staff on Acorn Atoms, 380Z and BBC machines. He also writes programmes for use in maths and English lessons, runs a computer club, and anticipates bringing in parents as helpers.

Brought up on machine code and now teaching in Basic he finds it hard to see the relevance of the Pascal used on the course. "On the other hand" he said "this course is the only one which relates education to computing."

He feels it would have been better if the government had educated teachers in computing before putting the machines into the schools. As for their assistence on the BBC and 380Z machines; "For the same price we could have had half a dozen Spectrums and that much more hands-on time. The "robust machines" argument really doesn't hold water either, because the whole lot will have been superseded in five years time."

John Bailey is head of computer studies at Sheppey School, a 13-18 coed comprehensive. The course offers him the chance to combine a degree with a qualification in computer studies. He questioned the relevance of the course so far to the needs of industry in general and his school leavers in particular.

But, according to the syllabus – all with be revealed in time. Problems are inevitable on a new course, especially when the initial catchment and final application is so broad. To his credit, Bill Flinn is only somewhat daunted, and expects to teach most things, from computer science to CAL to learning theory, to most people, in the course of the three years.

"It is essential too that the moral questions posed by computer technology should be considered by teachers and their classes – the accessing of personal information and the creation of "leisured" classes." Computer morality, the problem of "dirty data", and the limitations of the Data Protection Act, won't appear till the third year, however.

On the available evidence, he says, Pascal is clearly the best language to train in and computing Basic follows more naturally later on. "And because people have come with a variety of languages, it acts as an equalizer.

The sessions are very concentrated, especially when they follow a morning's teaching. The group appeared to have little free time to swop ideas in an informal way.

Much more troubling, however, is the lack of support from schools. More than half the group have no cover for their time out – instead, their free periods are lumped together providing a "free" afternoon. This seems hardly an incentive to a person struggling with a difficult course, no matter how beneficial it will ultimately be to the school community.

But in the end, teacher realism – or resignation – prevails. "There is no doubt", said one student, "that we would all be better off if this had been planned as a one year, full-time course. Equally there is no doubt that I would never have got on it, if it had been."

Museum pieces

by James Bromwich

Highlights of the Victoria & Albert Museum
Highlights of the British Museum
Slide/tape programmes prepared and presented by Nancy Armstrong
Sussex Tapes, Devizes, Wilts. £35 each

It is surprising to see Sussex Tapes, who have normally concentrated on well designed material for use in upper secondary, further and higher education spheres, aim so specifically at the education for leisure market.

The tone is clearly defined by Nancy Armstrong's opening words: "I'm your speaker today . . ." accompanied by a slide photograph of her. A relaxing and human touch to introduce the presenter (and producer) of the sets. It initiates an approach that is never demanding, avoids concentrating very long on any one thing, and gives the pieces a context but rarely any analysis.

Probably the V&A set is the better of the two. The museum is more eclectic than most, and her selection is as valid as any. Though she claims "a social history point of view", a few history teachers would see her approach in this light; it is really a chronological rather than department presentation of the museum, and the evidence for "the development of style" – whatever that may mean – is little more than the truism that taste has changed over time.

The set is also weighted to the eighteenth century, which means some aspects of the museum's collection are rather starkly represented. An isolated Chinese jade and a single Muybridge photograph at least indicate the vast range of the museum. The history of the museum is done well.

It is an approach which could go down well with a group of adults interested either in collecting antiques in a minor way or in visiting a cultural storehouse and wanting some idea of what they might see.

The set on the British Museum follows the same formula. Again it has been tackled in a studiously non-academic way. The Sutton Hoo ship burial has been "dealt with by erudite scholars" who are nameless, and very little of what they dealt with is mentioned.

The Snettisham torc is discussed as being "of great monetary value". The Lyte Jewel is handled well; three slides and interesting elements are pointed out that make one look at each one carefully, yet even this exceptional treatment is marred by the deliberately anti or non-intellectual outlook: it has, you see, been "discussed by learned men".

The tone of chatty wonder – "what a period it was for uncomplicated love of pure ostentation" – might still be enough for the notional group of inexpert adults, but most educationists will want more for their students.

There are no teacher's notes to make it possible to point out aspects of the museum pieces that reveal elements of the societies that produced them, whether in terms of technique, artistic taste or social mores.

The slides are appallingly packed in stiff plastic envelopes that are easy to tear, and time will be needed to set the lecture up. For mainstream education the limitations can easily be overcome: far better for the teacher to go to the museum (or send for a list of current slides) and order the relevant examples for work on, say, the Egyptians, Greeks or the works of Turner.

Active holidays

Over 500 centres, including hotels hostels and schools, are listed in the Activity and Hobby Holidays booklet just published by the English Tourist Board. The majority of the holidays and courses are directed at children, either unaccompanied, in groups or with their families.

The types of activity on offer are grouped into three sections – sports, crafts and culture, with details of facilities, tuition and prices.

All the usual sports are covered and less common ones like ballooning and abseiling. Crafts include subjects such as video and car maintenance as well as more obvious artistic skills like pottery and spinning. As for cultural activities, these are extremely varied, ranging from astronomy to crime detection.

A record number of 1630 gardens, mainly private but open to the public at certain times, are described in the latest yellow guide of the National Gardens Scheme.

The variety of the gardens is enormous – everything from a tiny lakeland cottage to 20-acres of woodlands and lakes in Essex, from historic gardens to a London patio. Increasingly, groups of gardens in a particular area are opening up on the same day in order to help visitors see them all while in the vicinity.

Activity and Hobby Holidays. *£1.25 from Tourist Information Centres or with 25p postage from ETB, Admail 14, London SW1W 0YE.*

Gardens Open to the Public. *80p from bookshops or with 30p postage from the National Gardens Scheme. 57 Lower Belgrave Street, London SW1W 0LR.*

Cornflakes and tv

Liz Heron on a unit on the 'new goggle box phenomenon'

With its impact still fresh, breakfast television is at its ripest for study and analysis. Those features distinguishing it so sharply from the rest of television output haven't yet become absorbed into familiar viewing expectations, and, as a substantial section of the morning audience, school-age viewers should be particularly alive to its novelty. Teachers keen to take advantage of their interest should find *Understanding Breakfast TV* an invaluable aid to dissecting the new goggle-box phenomenon. It comes as the first of a series of study units that follow on from the publication of the now standard book *Teaching About Television*, and was co-written by the book's author, Len Masterman.

The unit is primarily to be recommended for its clear and direct treatment of a relatively complex subject. It is based on a brilliantly simply idea – a streamlined compilation of press cuttings and relevant extracts from readily available sources such as the IBA Handbook or the Annan Report, all documenting the background to the central issues, and supplying all the information that's needed as a basis for classroom discussion and exercises.

The first section, "Why Breakfast TV" takes a retrospective look at the demand (or rather the lack of it) for the new morning slot. A variety of source material is assembled indicating the factors that influenced the BBC's and the IBA's respective decisions on whether, and how to go ahead with proposed schemes. Students are asked to look at what is now on the screen in the light of all the arguments.

This same approach is used in the sections on "The Philosophy of Breakfast TV", "The Audience" "Advertising at Breakfast-Time" and "Television News at Breakfast-Time". So students can be introduced to the concept of news values by reading about the Birt-Jay Thesis, as it is expressed in the series of articles by Peter Jay and John Birt in *The Times*, extracted here. They can compare current affairs coverage on television and radio through the BBC's case for abandoning the radio-TV link originally considered for breakfast time. And they can see how the programme makers annlyse their audience and its viewing patterns in advertising terms, as well as learning how the advertisers drew up new rules and formulae for brenkfast commercials.

There are suggestions for classroom simulation exercises, and a host of ideas for discussion and practical work, including surveys of breakfast viewing patterns and responses among friends, family and classmates.

By examining the different elements that go to make up the breakfast package on each of the two channels, classroom users of this study unit will also be able to see how some of the factors involved apply to other areas of television. The fact that it is so broadly relevant as well as being an accessible step-by-step guide to the mechanisms of something so specific, makes this an essential addition to media studies resources.

Understand Breakfast TV, *by Len Masterman and Paul Kidday, published by M. K. Media Press, Mayfield Cottage, Toad Lane, Elston, Newark, Notts. Price £1.95 + 30p p&p.*

Respect for animals

Zoo education is 25 years old this year. Ann Stuart examines changes in attitudes and methods

Zoo education is 25 years old this year, according to the Zoological Society of London. Surely not! Zoo education began in 1826 when Stamford Raffles and Humphrey Davy decided to import "new and curious animals" and "propugate strange reptiles all over the kingdom." The news got a mixed reception. "We do not know how the inhabitants of the Regent's Park will like lions, leopards and lynxes so near their neighbourhood," remarked the *Literary Gazette*

Not that the man in the street had much chance to see the collection in the early days. Although the public was allowed into the menagerie from the first with the sponsorship of a Fellow, it was not until the 1840s that the turnstiles admitted all those who could muster a shilling.

By the end of the century, however, Londoners had taken the zoo to their hearts. Earnest Victorians attended the public lectures and took their children to see the animals and by the 1920s twenties, thanks to a certain Mr Milne, every nicely brought up infant knew that the zoo contained "Badgers and bidgers and bodgers and a Superintendent's house . . . nasses of goats and a Polar and a certain kind of mouse". Unfortunately "Now we are Six" did little to further our understanding of animal characteristics and behaviour.

"Anthropomorphism had bedevilled our attitudes to the animals" says Michael Boarer, the zoo's education officer. "The greatest villain of the twentieth century was Walt Disney and before him, Aesop."

The ZSL did its best, however, disseminating an amazing bulk of learned papers from its libraries and laboratories. "Probably the best work ever written on the anatomy of the Indian rhino was produced in London 140 years ago . . ."

A children's newspaper, the rivetting quarterly later known as *Zoo Life* was launched as *Animal and Zoo Magazine* by Julian Huxley. A cross between *Zoo Quest* and *Hotspur* it ran till 1957 and nurtured a whole generation of zoo addicts. Then in 1958 Sir Solly Zuckermann succeeded Prince Philip as president of the society and initiated an education department proper with its own education officer.

At first, in keeping with the society's academic priorities, the lecture and demonstration programme was geared to the needs of the grammar schools. In 1959 came the XYZ Club (Exceptional Young Zoologists) – its title a "fifties joke now worn thin at the zoo. The £2.50 annual membership fee brings its 9-18-year old members a quarterly *Zoo Magazine*, free holiday activities at London or Whipsnade and, best of all, free tickets to the zoos to be used by the member or another child of the same age.

Membership of the XYZ Club grew rapidly to around the 3,000 mark and 1960 brought Michael Boorer as the new education officer with a brief to extend zoo education to all sorts of secondaries and to organize the young zoologists.

The 1960s brought much more – schools, housing estates and education went open plan. The cages lost their bars and mouts were used to separate public and animals. The primaries, urged on by Plowden, looked for an experience of education and the secondaries went environmental.

The zoo's education department responded with special programmes for primaries and secondaries, both the more and less academic, and in 1970 staged the first of its sixth form symposia. Such was the fascination of "The Natural History of Hormone" that 1,000 applications were received for the 250 available seats.

The biggest change, says Michael Boorer, has not been the rise in numbers (15,760 in 1958, 66,558 in 1982) or the inclusion of the primary classes but the philosophy of the syllabus. "Zoology nowdays is actually concerned with animals! My A levels were entirely devoted to the skeletons, reproductive systems and alimentary tracts of worms and dogfish."

"Now most exam syllabuses have at least an element of Nuffield. You may not actually find many giraffes on the A level courses but they are concerned with animals' classification, behaviour and adaptation.

"Our intention is to increase children's knowledge of the animal kingdom, to kindle their interest and shape their attitudes. Above all we try to encourage an understanding and respect for animals in their own right – and to see ourselves not as superior beings but other animals – equal but different."

As well as the twice yearly sixth form symposia, A level students are offered a choice of six 45 minute lectures and guided tours. A further six programmes for 14-16 year-olds have been designed to fit CSE and O level courses and there is a choice of lecture documentaries for 11-13 year-olds. Older juniors, handicapped pupils and less academically able secondaries are offered general interest talks and tours: Big, Small, Useful or Nasty Aninals.

The massive increase in provision was made possible by the building of the specialist Zoo Centre in 1975. Adjoining the ILEA Teacher's Centre for Life Studies it allows the two staffs to work together.



Hippos at Whipsnade.



Photos Susan Thomas

Casson's elephant and rhino pavilion – is it a celebration of the animal or the architect?

Zoo staff have been supplemented by ILEA who seconded a secondary school teacher to the London Zoo in 1981. Bedfordshire followed suit the next year with a Whipsnade teacher and ILEA, mindful of the neglected primaries, offered a junior deputy head to Regents Park.

Recruited from the personal columns of *The Times* and *The Guardian*, the volunteers, some with teaching experience, some with zoological knowledge and some with neither in confidence, escort the younger pupils, supervise the animal brass rubbing (proceeds divided between the ZSL and the World Wildlife Fund) and, this summer, will push "Feels on Wheels" trolleys.

"Perhaps a reptile trolley with sloughed snake skins, venom-fangs, a rattle snake's rattle" says Michael Boorer, "we want to give people a more direct experience of the zoo." It may not have the customer appeal of the old "Chimpanzee's Tea Party", but anthropomorphism is definitely out these days.

The education department is also responsible for informative interpretive material. The problem, as Dr Bertram, curator of small mammals explained, is the vast amount and variety of information available. How can you tell people the name, age, sex and marital status of an animal, what it likes for dinner, does in its spare time and, given the opportunity, where it would be if not in the zoo, if the only space available is a formal plastic rectangle the size of an exercise book?

He has some interesting ideas. There is "Spot the Kudu – learn to tell Emma from Ethel by the pattern of her stripes." Combine this with Michael Boorer's "thin sliver off the front of a London bus placed just inside the giraffe house – they both happen to be the same height" and Feely Wheelies and zoo education takes on a new light.

Written information is much more difficult. With 1,000 exhibits, at 70 words a time you have to be able to digest a full scale novel while walking round the zoo.

On the plus side, says Dr Bertram, we do absorb an immense amount of information just by looking. We see how animals move and when, even if we don't know why. We see what and where they eat.

Understandably zoo staff tend to see the place as an source of animal knowledge. It can just as well be viewed as a exercise in visual education and environmental problem solving. Many of the old Victorian buildings have disappeared but the architectural history includes the 1913 Aquarium, Decimus Burton's Giraffe House, Lubetkins Penguin Pool, Snowdon's High Flying Aviary and Casson's earthbound, elephant-shrinking Pavillion as well as the latest mildly Moorish Lion and Primate enclosures.

The very young (and old), the mentally handicapped and blind derive particular pleasure from the Children's Zoo, where the animals can be stroked and handled. At the moment it is a bit bleak and tame with a plethora of pets rather than zoo animals. "But we are gentling a reindeer" says Mr Boorer "so that blind children will be able to feel something a bit more exciting."

Alone among the great zoos of the world, and in spite of the cuts, the climate and Chi Chi's refusal to mate, the number of school children visting the zoo is actually increasing. Partly, this must be because an educational visit, complete with guided tour, is actually cheaper than a group trip. Partly it's because, as one young lad said to his 7-year-old girl friend "They look betta on the telly, sorta jumpier, and they talk more wiv Johnny Morrish, but they don't smell so animally."



Maggy Stead with some of her younger pupils in the language laboratory. Activities also include games, tape-recording and telephoning.

Languages and play

Language teacher Maggy Stead, who notwithstanding her name comes from Luxembourg, was so appalled by the inhibitions of British children around the age of 12 in speaking French that she has started a peripatetic language lab based in Scotland where she teaches 25 2½-12-year-olds on Saturday mornings.

Maggy, who has a degree in modern languages from Strasbourg University, taught for three years in further education, then for two years in a Glasgow comprehensive school and subsequently two years in a language laboratory; she teaches French, German and Italian and English to foreign students.

She opened in June 1981 after taking a 24-year lease on the (disused) local gaol at Lauder, 25 miles south of Edinburgh, which her husband, furniture designer Tim Stead, has converted into a language lab with individual working carrels. Maggy says: "I felt that if I taught children from the age of two they would learn a foreign language as easily as their mother-tongue."

Her approach is to teach through play, whether in the form of games such as picture ludo, monopoly or bingo, or colouring or singing songs or tape-recording their acting us disc jockeys or their telephone conversations on an intercom system.

She initially installed the intercom to help business people to become fluent on the telephone as she originally thought that the wide-ranging business courses she runs would subsidize the children's sessions. In fact the children's courses have become so popular that they finance the laboratory. She has two children, aged two and four, so knows how quickly they can learn through play and how well they copy accents at that age. She says that even shy children who are known not to talk much at playgroup seem to thrive on the informal fun and greet their surprised parents in excited French.

Her week-end, weekly or monthly courses for adults can be residential; she can also pack up her lab and travel anywhere in Britian. She likes to take only 8–10 people a session. The children come from a 50-mile radius on Saturday mornings and stay as long as they want, paying £1 an hour.

For further information write: Maggy Stead, Europenn Language Lab, The Steading, Nether Blainslie, Galashiels, Selkirkshire TD1 2PR.

Peta Levi

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CTVC

A star moves on

Huw David on 'Tucker's Luck'

CHILDREN'S TELEVISION
Tucker's Luck
BBC2, Thursday evenings
Beginning 10 March.

There comes a time when a man's gotta do what a man's gotta do. And that goes for BBC producers up there in the curving corridors of Television Centre as well as us lesser mortals. Pity the poor man, however, who was forced to bite the bullet and discharge cheeky Tucker Jenkins from *Grange Hill* a year or so ago. What a prospect, seeing one's programme's ratings tumble through the cruel exigency of the School Leaving Age. No other course though; Tucker had spent his six years at the London comprehensive and emerged the other end without so much as a couple of CSEs to rub together. The legendary "realism" of the series demanded he be dispensed with, star rating and all.

Dispensed with, but not forgotten. The BBC knows a good thing when it sees one. Hence *Tucker's Luck*, a shameless spin-off from *Grange Hill* in which young Jenkins and classroom cronies Tommy Watson and Alan Humphries are footloose, broke and jobless in the big wide world. Devised and part-written by *Grange Hill* creator Phil Redmond, the new drama series is aimed at the Tucker-aged audience; the 15-18 year-olds whom David Hargreaves, Deputy Head of BBC Children's Programmes, admits hitherto the Corporation "haven't served terribly well".

Like *Grange Hill* (and despite an initially curiously wooden script) *Tucker's Luck* sets out "to show life like it is". Broke and one of the three and a half million, Tucker haunts his local unemployment office. Parents moan ("All I'm saying, Alan . . ."), skinheads stalk the streets and girls just aren't around for the pulling. It's all there.

And so is Tucker, played by 19-year-old Todd Carty. It is very definitely his series, which should please the millions of girls who tuned into *Grange Hill* purely for a sight of him. (Though the fact that he appears in just his underpants in the very first scene of the first episode and in another sequence in the second is purely coincidental, according to the BBC; the plot just demanded it.)

Like it or not, Tucker seems destined to become a symbol of his generation. Parents will probably complain about his feckless attitude – going in to sign on when he thinks he will, describing the counter clerk at the unemployment office as a "stuck-up bitch" – but careers teachers at least will be gladdened to note he insists on wearing a suit to his first job interview.



Media transplant

Carolyn O'Grady on video programmes for young children

VIDEOS
Nursery Rhymes
Golden Treasury of Classic Fairy Tales
Dinosaurs – fact and fantasy
£29.95
Longmans Video

Nursery rhymes and classic fairy tales are an obvious choice for video and a good one for a book publisher with experience in both areas. Dinosaurs is another very visual subject with a special fascination for young children. With these three videocassettes Longman have scored a first in all three areas and are probably assured of a commercial success. However being first is no guarantee of quality and it may be asked if they wouldn't have done better to have given more time to producing some more polished productions.

Take *Classic Fairy Tales*, an opportunity you would think forsome stylish animation accompanied by inspired storytelling, something for teachers and parents to offer to children as an alternative to the American stereotyping. Hannah Barbara. To some extent this is what you get. The storytelling is faultless; Sheila Hancock and George Cole are after all two very accomplished actors; the music is well chosen and the pictures are quite good. But this is all they are: pictures. The camera, albeit with some imagination, ranges over a picture book of classic fairy tales. And the question is: is this a justifiable use of an expensive and visually sophisticated medium? As one child with whom I watched it commented with some exasperation, "Why don't the people move on their own?" Why not indeed?

Nursery Rhymes is another odd transference of one media to another. It has been described with great accuracy by its publishers as "a video pop-up book", and it *is* a pop-up book on which real children perform to each nursery rhyme.

The result is often charming, but still rather static. Worse than this it is technically and artistically less than perfect. The superimposition of the children on to the book is often fuzzy and the children and sometimes even the adults look self-conscious, even embarrassed. Often it is dull and sometimes amateurish.

Dinosaurs – Fun and Fantasy is the most successful of the three. It uses a wide variety of ideas and techniques to get across some complicated ideas. Children are naturally interested in the idea of dinosaurs, monsters that actually lived, but it is difficult to develop that interest further than a knowledge of what some well-known beasts ate and did. Using film clips, catchy songs and a puppet called Croc this programme introduces the idea of the different types of dinosaurs quite effectively and also some interesting information about the discovery of the first dinosaur bones, the extinction of the dinosaurs and the relationship of dinosaurs to contemporary species.

However, on the evidence of all three of these videos, publishers should pause before they leap into video, and perhaps give more thought to the nature of the medium. First, it is television, and children are used to seeing technically first-rate productions on their screen; second, video can be played again and again, which suggests that, if anything, the technical standard should be better than that normally achieved by broadcast television. It also implies that the density of information both verbal and visual could be greater. Are publishers so unsure of the survival of books in the face of the onslaught of TV and video that they fear that the only recourse is to transfer the book on to the screen?



Developing an interest in dinosaurs

Tortured houses

Philip Venning reviews a new series on do-it-yourself

CONTINUING EDUCATION
Anything We Can Do
Channel 4
Thursdays 6.30 pm monthly.

In the old days you could pick out the tradesman by his overalls – white for painters, blue for plumbers – and each worn with a collar and tie. Modern builders are much more likely to turn up in bobble hat, old jeans and scruffy sweater, indistinguishable from the average do-it-yourselfer but not the actors in Channel Four's new DIY series. Judging from the opening sequences the cast of young couple and helpful father do acquire some more suitable working clothes later in the series, but at the start they are conspicuously natty.

Realistic touch

This is an encouragingly realistic touch. Large numbers of townies simply do not own an ordinary grubby outfit for messing about in, and the young couple are supposed to be Londoners moving into a new house out of town. They are also supposed to be fairly green, so that we, the audience, can share in their journey of discovery, learning (eureka) that even simple building and decorating involves dirt, discomfort and disillusionment.

Here we have the modern answer to the fuddy-duddy old expertise, the chalk-and-talk . . . of Barry Bucknell, who worked under ideal studio conditions,well away fromthe realities of sagging joists, Victorian pipework and rising damp. So why set the series in a 1970s estate house where the structure has barely settled down? Presumably because of the recent mania for customizing houses.

No longer content to change the wallpaper, the new owner cannot leave the poor place alone, installing ever more luxurious bathrooms, kitchens, and goodness knows what other fad of the colour supplements.

Certainly the very first thing our team did was rip out a perfectly good looking sink unit and replace it with a remarkably similar one (admittedly re-siting it in a better position). This did provide an introduction to basic plumbing, though the episode could not decide whether father (the didactic figure) was a complete beginner, having never seen compression joints or s-traps, or, minutes later, an old hand fixing a waste with Boss White and putty. And this schizophrenia persists through the series, the inevitable result of an attempt to disguise instruction as discovery learning.

Tools are also a problem. In spite of odd references to borrowing or hiring them (the best idea for a special job) it does rather assume our Mr and Mrs Average have a well stocked kit. In the first two episodes alone, not counting those at the community workshop, they employ well over £100 worth of basic tools.

Twenty years ago DIY was the preserve of the often tiresome enthusiast, and it is still hard to purge this influence now that most young people have a go, not out of choice, but because of economic pressure and to some extent the expectation that this is the normal thing.

The next episode, to be shown on March 24, is a classic example of this influence at its worst. The young couple are shown making their own bed (literally) – the kind of keen carpenter's project that makes no sense at all for a young couple trying to get a house in order.

Unless they were really desperate for money, which they were obviously not, it would have been far more sensible for them to have bought a new – and much more comfortable – bed from a discount store. As it is I cannot think of a much quicker way of putting off the diffident do-it-yourselfer.

In advance

The secret of DIY is to decide in advance what to do oneself and when it pays to bring in a professional, a message the series has yet to convey. If a cookery series concentrated on the problems of unpredictable ovens and the ghastliness of washing up, it would certainly give a more authentic impression of the process. But without the detailed ingredients and methods it would be a waste of time.

Heaven help anyone trying to tackle any of the jobs shown in this series on the basis of the programmes alone. Bring back step-by-step instruction.

BRIEFINGS

radio & tv

For schools

Let's Move! *(Monday, 11.00 VHF)*
A presentation of the complete story of "Dick Whittington and his cat" which five and six year olds have been working on for the last three weeks. The usual presenter's directions are not included to maintain continuity and listeners can hear a dramatized version in *Let's Join In* at 14.00 on Friday.

The Music Arcade *(Monday, 14.40 BBC1)*
A programme in two parts featuring, first, the London Youth Sinfonietta rehearsing and performing "Buckaroo Holiday" and part of Copland's "Appalachian Spring". Nine to eleven-year-olds can hear some of their own compositions to accompany "the fisherman" film.

Watch *(Tuesday, 11.00, Wednesday, 14.01 BBC1)*
"Carnival" shows primary school children taking part in the Commonwealth Institute's Carnival. Street bands and fancy dress play a prominent part. For six to eights.

Basic Maths *(Tuesday, 11.22, Thursday, 9.47 ITV)*
"What would happen if . . .?" explores probability and stability. Introduces the over sevens to geoboards, kite flying, a magician's act and the growth of a tree.

Radio History *(Tuesday, 14.20 VHF)*
Why did Jews migrate from Russia in the late nineteenth century? What made them settle in London's East End? 11 to 14-year-olds hear contemporary accounts of the living conditions and work opportunities of these refugees.

Seeing and Doing *(Wednesday, 10.16, Thursday, 9.30 ITV)*
A programme aiming to give six and seven-year-olds an idea of the past, in particular their own "Family Tree".

Continuing education

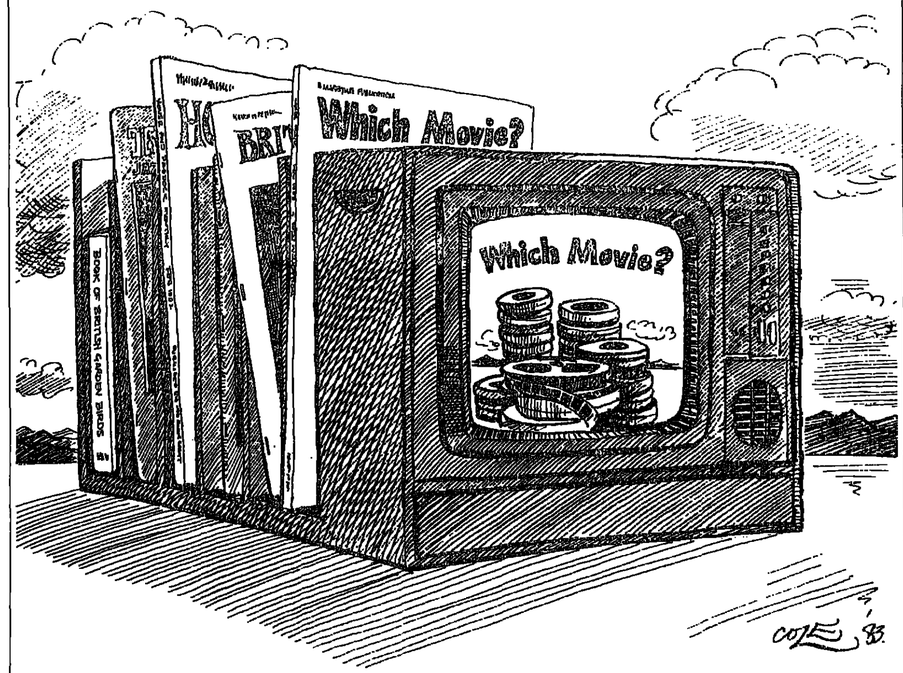
Communicate! *(Tuesday, 14.40 BBC1)*
This series for 13 to 16-year-olds who have difficulty in expressing themselves, ends by asking about the way short stories are written. How does a writer choose language and material to convey his ideas?

Living Language *(Thursday, 14.08 BBC1)*
Helen Cresswell, author, launches the Living Language/Puffin Club story competition.

Making a Living *(Thursday, 11.30 ITV)*
"Be Your Own Boss" is a number of case studies on young people who have started up their own business. The over 14s see the problems to be overcome, the benefits gained and the sources of help available.

Me and My Car *(Sunday am YTV)*
Do-it-yourself expert Mike Smith turns his attention to the garage. With back-up from the AA he deals with cold-weather starting, engine mounting, brakes, clutch, gearbox, in fact anything that could go wrong.

Ark on the Move *(Thursday, 16.45 C4)*
Gerald Durrell travels from Jersey to Madagascar looking at contrasting attitudes towards animals. Also reveals how careful listening and watching can lead to an interpretation of animal language.



Visual magazines

The second issue of a new quarterly magazine about films was published recently. Called *Move*, it offers most of the ingredients expected of a magazine for a general audience: news of latest releases, reviews, star interviews and advertisements. But it has no text, it is not printed on paper, and it is not sold on newsstands; *Movie* is one of the first mass-market "vidzines", a magazine published on videocassette. It is also an example of one of several ways in which major British book publishers are exploring the potential – or perhaps facing up to threat – offered them by video.

For as long as low-cost domestic video has been taken seriously, traditional book and magazine publishers have realised that it could provide a medium for a new branch of their industry, complementary to rather than replacing the printed word.

Much of their hope was pinned on videodisc, which in the early 1970s was widely expected to establish itself as the dominant consumer video format.

Their ability to hold vast quantities of still-frame information, with rapid access to any particular frame, made videodiscs, as opposed to cassettes, the natural choice for video publishing. Thus the astonishing popularity of the VCR in the last three years, and the late start made by the videodisc in this country, has held back some of the more ambitious video publishing projects hatched ten years ago. Nevertheless, many publishers, especially educational publishers, are now working with video, whether to exploit the immediate potential of cassettes or the long-term potential of laser-optical discs.

The company which publishes *Movie*, Catalyst Video, first attracted attention more than two years ago with a series of "watch-and-wipe" magazine cassettes called *Rewind*, aimed at the youth market. Their success was noticed by Longman, which last summer made "substantial" capital investments in the company, enabling it to launch *Movie* and to start work on other titles.

Catalyst now operates alongside Longman's film and TV production company Goldcrest Films, and has the resources to mount national sales and advertising programmes. The next venture is expected to be a rock music vidzine, for which a ready-made audience is assured.

Less commercial vidzines – usually with strictly limited local or cult audiences – are emerging from community groups around the country. The Institute of Contemporary Arts in London is building up a library of such productions as its Cinematheque in London. Indeed, anyone with a camera, video recorder and access to a duplicating house can go into production, but the limitations of simple editing techniques and the essentially linear nature of the videocassette programme tends to make the analogy with a conventional magazine tenuous, to say the least.

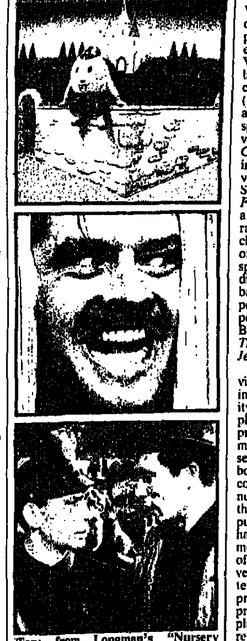
Magazine publisher IPC was an early entrant into the home video software market with a list of special interest titles and a bias towards sports. Despite some links with the group's magazine titles – with *Flight International* for its Farnborough Airshow programme, for example – IPC Video has never attempted regular, magazine-style video publishing.

A number of one-off book-and-video package deals have been made, such as the Collins/Polygram Video joint production *Lichfield on Photography*. Popular encyclopedia publisher Mitchell Beazley two years ago formed its TV division, and entered a long-term agreement with Thorn EMI for development of book-related TV, videocassette and videodisc programming. First fruits of that partnership were fairly straightforward instructional cassettes on photography; the more ambitious projects, such as the production of an encyclopedia on video disc, have been retarded by the indefinite postponement of Thorn-EMI's VHD videodisc system.

Apart from its stake in Catalyst Video, Longman has also opened its own special video software division, publishing cassettes for the consumer market under the label Longman Video. The first 15 titles published last autumn included three original children's titles – *Nursery Rhymes* (described as a video pop-up book, and including about 70 rhymes spoken and sung by well known voices), *The Golden Treasury of Classic Fairy Tales* (animated retellings of six Hans Andersen stories, voices courtesy George Cole and Sheila Hancock); and *Dinosaurs – Fun, Fact and Fantasy* – the first in a series of "Video Explorers" programmes, mixing original film with clips from classic movies and shots of working models. Longman is also specialising in opera with three Verdis and a Donizetti in the first batch, all recordings of theatrical performances; and in classic European cinema, with three Ingmar Bergman films, de Sica's *Bicycle Thieves*, and Renoir's *Le Regle Du Jeu* amongst first offerings.

Not, perhaps, the most innovative video publishing, but certainly showing a willingness to cater for minority tastes, and certainly complementary to many of the group's printed materials. Longman Video's marketing manager David Risner sees the company as an adjunct of a book publisher rather than a video company tacked on to the old business. He sees strong similarities in the economics of book and video publishing. In both cases, projects have to be costed and sums of money raised, with the expectation of at least recovering the initial investment. But video publishing tends to demand extremely high production budgets. To create a programme that can stand repeated playback, the quality should in all respects equal or surpass broadcast TV (the criterion of video excellence at the moment).

Bill Hicks on video publishing



Top: from Longman's "Nursery Rhymes"; below from Catalyst Video's "Movie".

Longman will be releasing more titles in the same three categories this spring, and more again later in the year: eventually, it will produce more instructional programmes, and, "when there is a market", videodisc programmes. "Some of our programmes will also probably give rise to new books", Mr Risner says.

A group of specialist educational publishers is already very much involved with videodiscs, using the medium as a store for up to 50,000 pages of academic journals. The ADONIS project (Article Delivery Over Network Information Service) began about two years ago at a time when all publishers of highly specialist academic journals were becoming increasingly worried by the problems of "secondary publishing" – that is, the interlibrary loan of photocopies of parts of their journals. Although copyright law in the USA is now changing rapidly in the favour of the publishers, in many other countries, including the UK, it does not prevent indiscriminate photocopying, which in many cases, the publishers complain, is aided and abetted by state-subsidised photocopiers!

The idea of ADONIS is basically to attack the problem at source, by replacing the print-and-paper journals with a videodisc/high speed print-out system. Its early development has been carried out by a number of international publishers of STM (scientific, medical and technical) journals, represented by Blackwells Scientific and Pergamon in Britain.

One of the leading brains behind the project, Bob Campbell of Blackwells Scientific, is confident the main technical problems have now been solved. Using a high-speed scanning system to digitize the printed materials, and then "compressing" this information in a computer and transferring it to a Philips Laser-optical video disc, ADONIS is now able to produce about one disc a week containing 50,000 pages of copy, diagrams and halftones. Far higher standards of reproduction are available than with existing text transmission systems.

What ADONIS now lacks, Mr Campbell believes, is marketing. To be fully effective, it needs to be a completely open system with a network of "input centres" where any publishers can submit their materials for transfer onto disc, and of "output centres" in libraries around the world, where the disc store material can be printed out at the rate of about one page every two seconds. Mr Campbell hopes that it will be run by an independent trust, with no one publisher gaining a monopoly in any one market.

Although a timely and ingenious concept, it seems that ADONIS requires more positive support from publishers and authorities. In its present form, it would probably not make commercial sense to institutions with an annual turnover of less than 50,000 documents – in other words, only major university libraries could probably afford an installation. But with more backing, it could become cheaper.

"ADONIS changes publishing, from a "pushing-out" system to a "pulling-in" system. Students are supplied with exactly the articles they want, and pay for those, rather than what we decide to publish," Mr. Campbell says. "For that reason, I believe it can only improve standards in educational publishing."

If, as seems likely, ADONIS eventually succeeds, and spawns further acronymous electronic publishing systems, the future of the specialist, small-circulation journal in hard printed form must be in doubt. Few publishers, however, seem to regard video as a serious threat to the book for the conceivable future – only a really effective videodisc system can offer a genuine alternative and that only to the reference work; and the costs of production and playback equipment will remain prohibitively high for many years yet. It is perhaps significant that the one attempt to market a true video book is being made, not by a traditional book publisher, but by BBC Video, with its teletext-captioned luserdisc *Book of British Garden Birds*.

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Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.e. please) and completed forms should be returned by 1st April, 1983.

Suffolk County Council

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EDUCATION SERVICE
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School Passage, North Road, Southall, Middlesex
Tel: 01-571 0878
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Required from 1st September, 1983.

BIRCHANGER C. OF E. (CONTROLLED) PRIMARY SCHOOL (Group 1), Birchanger, Bishops Stortford, Herts (school housed in newly opened buildings)

RICHMOND COUNTY INFANT SCHOOL (Group 3), Richmond Avenue, Shoeburyness,

Closing date: 8th April, 1983.

Please send foolscap s.a.e. for application form and further details to County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

For both posts removal and disturbance allowance scheme in operation.

ESSEX County Council

Cheshire

CROFT COUNTY PRIMARY
Mustard Lane, Croft
Nr. Warrington

Group 4 (190 on roll)

Head Teacher

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher of this well established Primary School. To take up duty on 1st September, 1983.

Application forms and further details available from; District Education Officer, Priestley House, Sankey Street, Warrington. To be returned to the District Education Officer by 9th April, 1983.

PRIMARY EDUCATION
continued

BERKSHIRE
ST. EDWARD'S R.C. (AIDED) FIRST SCHOOL
Parsonage Lane, Windsor, Berks SL4 5EN
N.O.R. 130
Required September 1983 experienced HEADTEACHER (Group 3) (age range: 5 - 9 years). Applicants should be practising Roman Catholics.
Application forms and further information available from The Director of Education, Staffing Section (PDC), Shire Hall, Shinfield Park, Reading RG2 9XE, and should be returned to: The Rev. G. Hetherington, 44 Alma Road, Windsor, Berks. Closing date 8 April 1983.
Berkshire County Council is an equal opportunity employer. (65574) 110010

BEXLEY
LONDON BOROUGH
EAST WICKHAM INFANT SCHOOL
Welling.
Roll 141 Group 4.
Applications are invited from suitably experienced teachers for the post of HEAD TEACHER. Appointment to commence 1st September 1983.
L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN (enclosing foolscap s.a.e.) to whom they should be returned by 28th March. (54469) 110010

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HEADSHIPS
INGROW FIRST SCHOOL
Keighley, Group 6
Applications are invited from suitably qualified and experienced teachers for the Headship of this first school for children between the ages of 5 and 9 years. The school has a nursery unit for 20 children.
Reference ET 14783/TES

CROSSLEY HALL FIRST SCHOOL
Bradford, Group 6
Applications are invited from suitably qualified and experienced teachers for the Headship of this first school for children between the ages of 5 and 9 years.
Reference ET 14883/TES
Application forms and further details may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP where completed forms should be returned by 8th April 1983.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, or disability, unless otherwise stated. (65812) 110010

BRENT
LONDON BOROUGH OF BRENT
MOUNT STEWART INFANTS SCHOOL
Mount Stewart Avenue, Kenton, Harrow HA3 0JX
(Roll: 219)
Required from September: HEAD TEACHER (Group 4). Vacancy due to retirement.
Application forms with further details (sae) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW, returnable by 28th March 1983.
London Allowance of £939 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural education. (57836) 110010

BUCKINGHAMSHIRE
BOW BRICKHILL COUNTY FIRST SCHOOL
Bow Brickhill, Milton Keynes MK17 9JT.
Group 1
Applications are invited for the Headship of this pleasant village school which caters for the 5 to 8 age range. It is anticipated that there will be some 35 pupils on roll next academic year.
The post will be available from September 1983 on the retirement of the present Headteacher.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details available from J.A. Ginnever, B.Sc. M.Ed., Education Officer, Milton Keynes Area Education Office, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes, on receipt of a foolscap stamped addressed envelope. (65802) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
BEACONSFIELD/CHILTERN AREA
CHESHAM BOIS C OF E COMBINED SCHOOL
Bois Lane, Chesham Bois HP6 6DE.
Applications are invited for the post of Headteacher (Group 4) of this well established school.
Application form and further details obtainable from the Education Officer, 36 London Road West, Amersham.
Closing date: 15th April 1983. (57749) 110010

CAMBRIDGESHIRE
Applications are invited for the following HEADSHIPS to commence in September.
CALDECOTE COMMUNITY PRIMARY SCHOOL
Group 2, 48 on roll
WILBURTON C.E. (C) PRIMARY SCHOOL
Group 2, 81 on roll
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB5 0AP (s.a.e. please) returnable by 28th March. (54700) 110010

DERBYSHIRE
COUNTY COUNCIL
HEADSHIP
NEW WHITTINGTON PRIMARY SCHOOL
Applications are invited from experienced and suitably qualified teachers for the headship of this Group 5 school.
Estimated Maximum Number on Roll 1983/84 - 240 + partially hearing units for infants and juniors each having 10 places.
Application forms and particulars (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.
Closing date 6 April 1983.
Derbyshire County Council is an equal opportunity employer. (57620) 110010

DONCASTER
WOODLANDS EAST R.C. JUNIOR AND INFANT SCHOOL
Doncaster Lane, Woodlands, Doncaster DN6 7QN
HEADSHIP GROUP 3
Applications are invited for appointment from 1st September, 1983 for the post of this voluntary aided Roman Catholic Junior and Infant School.
The successful candidate will be a practising and committed Catholic. It would be helpful if applicants could provide the name and address of a parish priest to whom reference may be made.
Application forms are available from The Director of Education, Princegate, Doncaster DN1 3EP (S.A.E. please) to whom they should be returned by 8th April, 1983. (65874) 110010

DORSET
COURTHILL FIRST SCHOOL
Courthill Road, Parkstone, Poole BH14 9HL
(5 - 8 age range)
READVERTISEMENT
Required September 1983 or January 1984 HEADTEACHER (Group 4). Will previous applicants please confirm that they wish their application to be re-considered.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth on receipt of s.a.e.
Closing date 31st March, 1983. (54109) 110010

DORSET
HIGHCLIFFE JUNIOR SCHOOL
Greenways, Highcliffe, Christchurch
Required September 1983, Headteacher for this Group 6 School (age range 7 - 11).
Application forms and further details from Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.
Closing date: 8th April 1983. (57734) 110010

EAST SUSSEX
STAFFORD COUNTY JUNIOR SCHOOL
Ringwood Road, Eastbourne BN22 8UA
Required September 1983 Headteacher of this Group 5 mixed Junior School.
Relocation grants available in approved cases.
Application forms and further details (S.A.E. please) from the County Education Officer, Education Department, County Hall, St Annes Crescent, Lewes BN7 1SG, and are returnable by 31st March. (57758) 110010

HAMPSHIRE
ROMSEY ABBEY C.E. (AIDED) PRIMARY SCHOOL
Church Lane, Romsey SO5 8EP
HEADTEACHER required for this Group 5 School on 1st September, 1983. A committed Communicant in sympathy with the aims of a C.E. Aided School is required.
Application forms and details available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a stamped addressed foolscap envelope.
Closing date for receipt of completed application forms 28th March, 1983. (54381) 110010

HAMPSHIRE
ELSON COUNTY JUNIOR SCHOOL
Gosport, Hants
Required 1st September 1983. HEADTEACHER - GROUP 1.
Send s.a.e. to Area Education Office, Walpole Road, Gosport PO12 1SU, for details and application form.
Closing date: 8th April 1983. (57828) 110010

HERTFORDSHIRE
HEXTON JMI SCHOOL
Hexton, Nr. Hitchin, Herts.
Group 1
HEADTEACHER required for September 1983.
Application forms and further details available from the Divisional Educational Officer, Grammar School Walk, Hitchin, Herts SG5 1JN. Please enclose s.a.e. (54476) 110010

HERTFORDSHIRE
BARNCROFT J.M.I. SCHOOL
Washington Avenue, Hemel Hempstead
(Second Advertisement)
Applications are invited for the HEADSHIP of this school for September 1983.
This school, opened in 1977, in the latest development area of Hemel Hempstead, is now Group 6.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead. (S.A.E. please).
Revised closing date: 31st March 1983. (65895) 110010

HERTFORDSHIRE
GILES JM SCHOOL
(Group 5, 280 on roll)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 5 Junior School from September 1983.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. S.A.E. Please. Closing Date: 1st April 1983. (19644) 110010

HERTFORDSHIRE
KNEBWORTH JMI SCHOOL
(Group 5, 285 on roll)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 5 JMI School for Septmaber 1983.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. S.A.E. Please. Closing Date: 1st April 1983. (19646) 110010

HERTFORDSHIRE
PEARTREE SPRING INFANT SCHOOL
(Group 4, 136 on roll)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 4 Infant School from September 1983.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. S.A.E. Please. Closing Date: 1st April 1983. (19647) 110010

HUMBERSIDE
EDUCATION COMMITTEE
HEAD REQUIRED FOR SEPTEMBER 1983
For
WHEELER PRIMARY SCHOOL
Wheeler Street, Hull, North Humberside
(Re-advertisement)
Group 5
N.O.R. 256
Age Range 5 - 9
Application forms and further particulars are obtainable from the Director of Education (HQ Schools), County Hall, Beverley, North Humberside HU17 9BA (Tel: (0482) 867131, Ext. 3116 to whom completed forms should be returned not later than Tuesday, 29th March 1983. (54408) 110010

KENT
COUNTY COUNCIL
SEVENOAKS DIVISION
WEALD COUNTY PRIMARY SCHOOL
Weald, Sevenoaks, Kent TN14 6PY
Appointment of Head Teacher
Group: 3 Roll: 88
Required for September 1983 a Head Teacher for this Junior Mixed and Infant School.
Application forms and further details available from the Divisional Education Officer, 66 London Road, Sevenoaks, Kent. Please enclose s.a.e. Closing date 1st April 1983.

SHEPWAY DIVISION
HAWKINGE COUNTY PRIMARY SCHOOL
Canterbury Road, Hawkinge, Folkestone, Kent CT18 7BN
Appointment of Head Teacher
Group: 4 Roll: 219
Head Teacher required for this Junior Mixed and Infant School.
Application forms and further particulars available from and returnable to the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2SQ by 1st April 1983.

TONBRIDGE & MALLING DIVISION
BURHAM C.E. JUNIOR SCHOOL (Controlled)
Burham, Rochester, Kent ME1 3JR.
Appointment of Head Teacher
Group: 2 Roll: 90
Appointment to take effect from September 1983.
Application forms and further particulars (s.a.e. please) from the Divisional Education Officer, 123 High Street, West Malling, Kent, to whom they should be returned by 8th April 1983. (19684) 110010

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY BROOKSIDE COUNTY JUNIOR AND INFANT SCHOOL
Waterpark Drive, Cantril Farm, Merseyside L28 3QA
(approximately 250 boys and girls)
For September 1983: HEADTEACHER for Group 4 School.
Following the retirement of both the junior and infant heads the Education Committee have proposed an amalgamation of the two separate departments and are consequently inviting applications for the post of headteacher in the JMI school.
For application form and further details send large s.a.e. to Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH, to whom completed forms should be returned by Tuesday 5 April 1983. (67509) 110010

LANCASHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BLACKBURN ST. BARTHOLOMEW'S C.E.
Blackburn
(100 on Roll; mixed 5 - 11)
1st May 1983 or 1st September 1983.
HEADTEACHER - GROUP 3 - COMMITTED CHRISTIAN PREFERRED.
For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 31st March, 1983.
Lancashire County Council is an Equal Opportunities Employer. (57526) 110010

LINCOLNSHIRE
FRITHVILLE PRIMARY SCHOOL
ROLL 39
Required for September 1983, HEADTEACHER GROUP 1.
Forms and details from the Divisional Education Officer, County Hall, Boston, Lincs PE21 6LX, to whom forms should be returned as soon as possible. (65986) 110010

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITEE
WERNETH JUNIOR SCHOOL
Coppice Street, Oldham
Required for September 1983 HEADTEACHER at this GROUP 5 traditionally built school of about 280 Junior Pupils. The vacancy occurs on the retirement of the present Head.
Send sae for application form to the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by Wednesday 30th March 1983. (19599) 110010

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
Re-Advertisement
MEADLANDS JM/I SCHOOL
Broughton Avenue, Ham, Richmond, Surrey TW10 7TS
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER of this Group 4 Junior mixed and infant school. Required from September 1983. Outer London Allowance of £615 payable.
Forms and further details (foolscap s.a.e.) from Director Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 31st March 1983. (57589) 110010

ST. HELENS
EDUCATION COMMITTEE
RIVINGTON COUNTY PRIMARY SCHOOL
Group 4
HEAD TEACHER
Required for 1st September, 1983.
Further details and application forms are available from The Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed application should be returned by Friday, 15th April, 1983. A stamped, addressed foolscap envelope required in all cases. (57492) 110010

ST. HELENS
EDUCATION COMMITTEE
ST. ANNE'S R.C. (AIDED) JUNIOR SCHOOL
Group 4
HEAD TEACHER
Required for 1st September, 1983.
Further details and application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. A stamped, addressed foolscap envelope required in all cases. Completed applications should be returned to The Very Rev. Father A. Raker, St. Anne's Retreat, Sutton, St. Helens, by Friday 15th April, 1983. (57493) 110010

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
Applications are invited for the following HEADSHIPS which will become vacant in September, 1983:-
1. Blackfell Junior School (Group 5).
2. Diamond Hall Infant School (Group 4).
3. Houghton Junior School (Group 5).
4. New Silksworth Junior School (Group 5).
5. Thorney Close Primary School (Group 5).
Application forms obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to him by 1st April, 1983. (58030) 110010

SOUTHWAY C JUNIOR SCHOOL
Southway, Burgess Hill, W. Sussex

Required September 1983

HEADTEACHER

For this Group 5 school

Form and details from
Mid Sussex Area Education Officer
Beckworth House, Black Hill
Lindfield, Haywards Heath
W. Sussex RH16 2DU
on receipt of s.a.e. Closing date 8th April 1983.

West Sussex COUNTY COUNCIL

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £246 pa THROUGHOUT THE COUNTY.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.
- Complete "Surrey Teaching Vacancy List" available on request (s.a.e. please).

HEADSHIPS

HAVENSCOTE COUNTY MIDDLE SCHOOL, Frimley

HEADTEACHER required from the commencement of the Autumn Term 1983 for this Group 7 Middle School for pupils aged 8–12 years.
NOR (January 1983) 640.
Salary scale £12,405–£13,578 pa.
Application forms and further details for this post available from County Education Officer, (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ (s.a.e. please).
Re-advertisement, previous applications considered.
Application forms to be returned not later than 5 April 1983.

OCKLEY CE FIRST SCHOOL
Ockley, Dorking

HEADTEACHER required from the commencement of the Spring Term 1984 for this Group I (Voluntary Aided) First School for pupils aged 5–8 years.
NOR (January 1983) 37.
Salary scale £8,676–£9,657 pa.
Headteacher's house available if required.
Applicants should be communicant members of the Church of England.
Re-advertisement, previous applications considered.
Application forms and further details from Area Education Officer, 123 Blackborough Road, Reigate, Surrey RH2 7DA. Tel: Redhill 66441.
Application forms to be returned not later than 5 April 1983.

ilea Inner London Education Authority

HEADSHIP

IMMANUEL CE (JM & I) SCHOOL
Buckleigh Road
Streatham, SW16 5SL

This group 4 headship will be vacant on 1 September 1983. Inner London allowance payable. Roll 188 plus 60pt nursery. Applications are invited from candidates who will continue to develop this multi-ethnic school along its well established successful progressive lines. Candidates should also be prepared to maintain and extend the school's links with parents, church, youth club and community. Preference will be given to a practising Christian.

Further details on application from the Correspondent, Mrs D. Monti at the school. Closing date 1 April

ILEA is an equal opportunities employer

PRIMARY EDUCATION
continued

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
ST. LEONARD'S R.C. PRIMARY SCHOOL (GROUP 4)
Required for September, 1983:- HEADTEACHER (Group 4). Applicants should be suitably qualified and experienced teachers who are practising Roman Catholics and holders of the Catholic Teachers Certified for Religious Education.
Application forms obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to Rev. G. Monaghan, Correspondent Governor, St. Leonard's Presbytery, New Silksworth, Sunderland by 8th April, 1983. (58033) 110010

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
LITTLE BLOXWICH C.E.J.M.I. SCHOOL
Grenfell Road, Little Bloxwich, Walsall
HEAD TEACHER (Group 4)
192 pupils on roll
Required for 1st September 1983.
Applications are invited for the Headship of this modern open plan Voluntary Controlled Church of England J.M.I. school on the northern outskirts of the Borough.
Application forms are available from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ on receipt of an s.a.e.
Closing date for applications: 18th April 1983.
This Authority is an equal opportunity employer. (19583) 110010

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
WHITEHALL INFANT SCHOOL
Weston Street, Walsall WS1 4EQ
Required for Autumn Term, 1983 HEAD TEACHER (Group 4). 203 pupils on roll (including 51 Nursery pupils).
Applications are invited for the Headship of this well-established School with a substantial proportion of pupils from ethnic minorities.
Closing date 18th April, 1983.
Application forms and further details available on receipt of an SAE from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ to whom they should be returned.
This Authority is an equal opportunity employer. (19581) 110010

WILTSHIRE
WESTMEAD COUNTY INFANTS SCHOOL
Chippenham
Group 2, NOR 68
HEADTEACHER required from September 1983.
Application Form and further details (SAE please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB to whom completed forms should be returned by 12th April, 1983. (54502) 110010

WILTSHIRE
BAYDON C.E. AIDED PRIMARY SCHOOL
Marlborough SN8 2JJ
Group 2 N.O.R. 56
HEAD TEACHER required from September, 1983. Applicants must be committed Christians.
Application form and further details (S.A.E. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JD, to whom completed applications should be returned by 11th April, 1983. (54501) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
HOLY CROSS R.C. AIDED PRIMARY SCHOOL
Gautby Road, Bidston, Birkenhead, Merseyside
(Age range 5 - 8)
REQUIRED FOR 1st SEPTEMBER, 1983 HEADTEACHER for this group 4 + SPS school.
Application forms and further details available from the Chairman of Governors, Rev. F. Robinson, Holy Cross Presbytery, Worcester Road, Birkenhead L43 7QA, to whom they should be returned not later than 7th April 1983. (57514) 110010

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
ALFRED SUTTON PRIMARY SCHOOL
Wokingham Road, Reading. RG6 1JR.
N.O.R. 280.
Required September 1983 DEPUTY HEADTEACHER (Group 5). Experience of and a genuine interest in curriculum development over the whole primary age range is essential.
Application forms and further details from the Headteacher (sae).
Closing date 22 April 1983.
Berkshire County Council is an equal opportunity employer. (57500) 110012

Deputy Headteacher Group 4
St. Dunstans C. of E. Aided Primary School
Jubilee Road, Cheam, Surrey

Applications are invited from suitably qualified and experienced Christian teachers for the post of deputy headteacher at this C. of E. primary school (200 on roll) to commence duties on 1st September, 1983. The school has close links with the parish church and the Governors hope to appoint a communicant member of the Church of England.

Application form and further details are obtainable from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (24 hours telephone answering service 01-661 57410. Closing date April 7th, 1983 (noon).

LONDON BOROUGH OF SUTTON

SURREY COUNTY COUNCIL
- FRINGE AREA LONDON ALLOWANCE £246 p.a. THROUGHOUT THE COUNTY.
- Temporary Housing may be available.
- Generous relocation expenses in approved cases.
- Complete "Surrey Teaching Vacancy List" available on request (s.a.e. please).

DEPUTY HEADSHIP
EARLSWOOD COUNTY FIRST SCHOOL Redhill

DEPUTY HEADTEACHER required September 1983 for this Group 4 First School for pupils aged 5–8 years.
N.O.R. (January 1983) 190.
Salary scale £7,296–£9,498 p.a.
There is a 60 place Nursery Unit attached to the School.
Application form and further details from Area Education Officer, 123 Blackborough Road, Reigate (s.a.e. please).
Application forms to be returned not later than 5 April, 1983.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
THE COMBINED SCHOOL
Waterside, Chesham
Head: Mrs B.L. Bull JP
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head (Group 5) which becomes vacant September 1983.
Application form and further details from Education Officer, 26 London Road West, Amersham, to whom they should be returned by 31st March 1983. (57773) 110012

DEVON
Please see displayed advertisement on page 51 (57800) 110012

DORSET
TRINIDAD FIRST SCHOOL
Herbert Avenue, Parkstone, Poole
(5 - 8 age range)
Required September 1983. DEPUTY HEAD TEACHER (GROUP 5).
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e. (57736) 110012

HAMPSHIRE
LOCKS HEATH COUNTY INFANT SCHOOL
Warsash Road, Locks Heath, Nr. Southampton SO3 6NZ
N.O.R. 190
Required 1st September 1983. DEPUTY HEAD TEACHER - GROUP 4.
Send s.a.e. to Head Teacher for details and application form. Closing date 15th April. (57529) 110012

HAMPSHIRE
LONGPARISH C.E. AIDED SCHOOL
Longparish, Andover SP11 6PB
Group 2
DEPUTY HEADTEACHER
Required September 1983.
Written applications/further details from Headteacher. Closing date: 9th April 1983. (57531) 110012

HAMPSHIRE
OAKLEY C.E. (CONTROLLED) JUNIOR SCHOOL
Oakley, Basingstoke RG25 7JZ
Required for September 1983. Deputy Headteacher - Group 6.
Application form and further details from Headteacher (s.a.e.). Closing date: 28th March 1983. (57533) 110012

HAMPSHIRE
BURLEY COUNTY PRIMARY SCHOOL
Burley, Nr. Ringwood
N.O.R. 70 approx.
DEPUTY HEADTEACHER - Group 2 School
Salary Scale - below Group 4, currently £6,168 - £8,838
Experience with lower juniors desirable. Responsibility for language throughout the School, music would be an advantage.
Required September, 1983.
Application and curriculum vitae together with s.a.e. to Headteacher. (57537) 110012

HAMPSHIRE
FREEGROUNDS COUNTY INFANT SCHOOL
Hobbs Lane, Hedge End, Southampton SO3 4GG.
DEPUTY HEADTEACHER required for this Group 4 school for September next.
Further details and application forms available from the Headteacher, on receipt of foolscap s.a.e.
Closing date for completed application forms 8th April, 1983. (57542) 110012

HERTFORDSHIRE
HOLWELL J.M.I. SCHOOL
Holwell Road, Welwyn Garden City.
Applications are invited from suitably qualified, experienced and enthusiastic teachers for the DEPUTY HEADSHIP of this Group 4 School from September 1983.
Applicants must be prepared to accept a high degree of responsibility and offer leadership.
Application forms and further details (s.a.e. please) from Divisional Education Officer, 9 Queensway Road, Welwyn Garden City, Herts. (54461) 110012

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
HORNSEA COUNTY PRIMARY SCHOOL
Newbegin, Hornsea HU18 1PB
DEPUTY HEADTEACHER (GROUP 5)
Required for September 1983. Applicants should have wide teaching experience especially within the age range 5 - 7. In addition they will be expected to assume responsibility for a major area of the curriculum, such as music, science, etc. Previous experience as Deputy Head of a smaller school will be a strong recommendation.
Application forms and further details are available from the Head of the school (S.A.E. please), to whom completed forms should be returned by 28th March 1983. (54409) 110012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
STANFORD JUNIOR AND INFANTS' SCHOOL
Laceby, Grimsby
Required for September 1983:- A suitably experienced and enthusiastic teacher for the post of DEPUTY HEAD at this GROUP 5 Junior/Infants' School.
Applicants are requested to indicate major curriculum contributions they can offer.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within ten days of this advertisement. 110012

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SUNWAY INFANT SCHOOL
Morecambe Avenue, Scunthorpe
Headteacher: Mrs G.E. Webb
No. On Roll: 152
GROUP 4
DEPUTY HEAD TEACHER required for September 1983.
Applications are invited from suitably experienced and enthusiastic teachers able to contribute to the development of the curriculum and with good organising ability.
Application forms and further details obtainable from the Divisional Education Office, 5 Cliff Gardens, Scunthorpe, South Humberside DN15 7PH. (Tel: Scunthorpe 856101, Ext. 238), to whom completed forms should be returned no later than 28th March 1983 (f.s.a.e.). (57583) 110012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
NEWLAND ST. JOHN'S C.E. PRIMARY SCHOOL
Beresford Avenue, Hull
Head: Mrs. V.L. Nicholson
Required for September, 1983, a DEPUTY HEAD for this Group 4 Primary School with 203 pupils aged 5 - 9 years. Preference will be given to active Christians.
Application forms and further particulars are obtainable from the Chairman of Governors, c/o the Head of the School to whom completed forms should be returned by 31st March. (58008) 110012

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COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
WHITSTABLE COUNTY JUNIOR SCHOOL
Applications are invited for the post of Deputy Head Teacher of this Group 6 Primary School to take up duties from September, 1983 on the retirement of the present holder of the post.
Application forms and further details from the Divisional Education Officer, 78 London Road, Canterbury (s.a.e.please).

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Closing date 8th April, 1983.
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KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
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Wasp Nest Road, Fartown, Huddersfield HD1 6HA
Ref: 115
Applicatons are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this GROUP 7 school which caters for the age range 7 - 11 years. The appointment will date from September 1983.

ST LUKES CE (CONT) FIRST SCHOOL
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Ref. 116
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this GROUP 2 school which caters for the age range 5 to 9 years. The appointment will date from September 1983.
Application forms and further particulars (s.a.f.s please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice in the press. (57596) 110012

LEICESTERSHIRE
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LONDON BOROUGH OF NEWHAM
SELWYN JUNIOR SCHOOL
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Number on Roll: 233
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Education Offices, Broadway, Stratford, London E15 4BH. (57578) 110012

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COUNTY COUNCIL
EDUCATION DEPARTMENT
Caerraws C.P. SCHOOL
Caersws, Powys
Required for 1st September, 1983, a qualified Deputy Head Teacher. Salary on Group 3. (Ref: 626).
Application forms obtainable from Director of Education, The Lindens, Spa Road, Llandrindod Wells LD1 5HA, to whom completed forms should be returned by 8th April, 1983. (57657) 110012

ST. HELENS
EDUCATION COMMITTEE
NEWTON COUNTY INFANTS' SCHOOL
Group 4
DEPUTY HEAD TEACHER
Required for 1st September, 1983.
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ST. HELENS
EDUCATION COMMITTEE
ST. AUSTIN'S R.C. (AIDED) INFANTS' SCHOOL
Group 3
DEPUTY HEAD TEACHER
Required for 1st September, 1983.
Further details and application forms are available from The Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. A stamped, addressed foolscap envelope required in all cases. Completed applications should be returned to the Very Rev. Canon J. Tickle, St. Austin's Presbytery, Heath Street, Thatto Heath, St. Helens WA9 5NN by Friday 15th April, 1983. (57495) 110012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
WASHINGTON ST. JOSEPH'S R.C. PRIMARY SCHOOL (GROUP 5)
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Application forms obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to Rev. Father T.C. Haverty, Correspondent Governor, Our Lady's Presbytery, Village Lane, Washington NE38 7HS, by 1st April, 1983. (58029) 110012

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
ST. BENET'S R.C. PRIMARY SCHOOL (GROUP 5).
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HUNTINGDON AREA
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DEVON
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Roll 343
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EXTRA

SCIENCE

What next?

Asks John Bausor

In recent years science teachers have been almost overwhelmed with a plethora of reports, surveys, reviews and investigations into why, how and what science should be taught. Can any general trends be discerned? I think there are three.

Breaking down barriers

It is surprising to recall that a few years ago science departments did not exist in most schools. Biology, chemistry and physics operated as separate and largely autonomous subjects. Now, the vast majority of schools teach some form of combined, integrated or general science up to the age of 13 or 14, and many offer some sort of course in science in general for 15 to 16-year-olds (frequently for the average and below average). The separate sciences are usually still taught to some pupils of this age, but there is rather more coordination than there used to be, at least in some schools.

The natural unit within the school is now the science department. This is reflected in activities outside the school: the APU investigates pupils' performance in science activities (making the split into separate sciences in only one of these); HMI reports are usually concerned with science as a whole (whether dealing with an individual school or the national scene); the Royal Society's recent report is on *Science Education 11–18*; the proposals to set up systems of graded tests refer to science (not the sciences).

If all this seems obvious, nevertheless it represents a quiet revolution. One has only to contrast it with the situation in arts subjects to recognize how much faster and further the teaching of science has progressed. But there are dangers. When school rolls are falling, and points totals are beng reduced, it is all too easy for administrators, heads and general advisers to place science on a par with English or mathematics, forgetting that it has an internal structure.

Total A level entries in biology, chemistry and physics are roughly equal to the total for English and mathematics together, and also to the total for history, geography, economics and French together. Figures for O level and CSE show a similar comparison (see Table 1 overleaf). None the less it is sometimes suggested that a head of chemistry (say) should be on a lower scale than the corresponding head of (for example) geography.

It seems certain that the recognition of science (rather than individual sciences) as the significant field of study will grow. The DES consultative paper, *Science Education in Schools* (June 1982), looked for all pupils to follow *up to 16* a course of *balanced* science, including elements of biology, chemistry and physics (not necessarily in integrated form). Similarly, the Royal Society paper recommends that *all* pupils should follow balanced science up to 16 (although one might have doubts about their proposal for three O levels on a total of nine periods per week out of 40, albeit on reduced syllabuses).

The eight frameworks being suggested by the Secondary Science Curriculum Review assume that science is important rather than the sciences (see Table 2 overleaf). All these carry the implication that many more girls than at present will study and succeed at science (including the physical sciences). The most obvious illustration of the significance of science as a unification of educational diversity is the Association for Science Education, which has been referred to as the most successful of the subject associations in this country.

On a broader front, an increasing number of science teachers are recognizing the possibility, and the importance, of working together with teachers of mathematics, design and technology and home economics (the list is not exhaustive). Some enterprising people are even exploring joint teaching with colleagues outside science. The shock to pupils of transferring from primary school,

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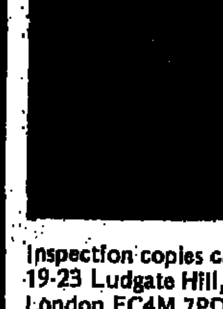
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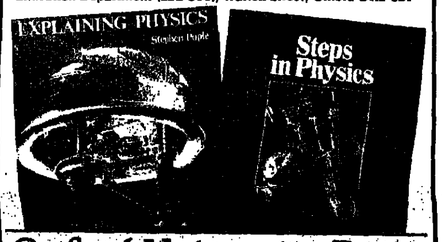
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What next? *continued*

TABLE 1
Numbers entering examinations in different subjects (1981, England and Wales). Figures in thousands. (From "Statistics Relating to Education and Physics", Supplement 1982, Institute of Physics.)

Subject	CSE entries	O level entries	A level entries
Biology	205	233	41½
Chemistry	104	142	46
Physics	145	176	62½
Science	67	6	–
	521	*557*	*139*
English	574	504 (a)	61
Mathematics	464	322	80 (b)
Economics	19	43	42½
French	155	102	25
Geography	202	200	32½
History	175	189	36
	551	*535*	*136*
ALL SUBJECTS	3,181	3,062	588

(a) English Language (b) Includes Pure Maths and Applied Maths counted separately.

TABLE 2
The eight frameworks identified by the Secondary Science Curriculum Review.

a	A core plus options approach.
b	A two subject framework.
c	A co-ordinated science framework.
d	An integrated science framework.
e	A thematic and problem/issue centred framework.
f	A stratified framework.
g	A modular framework.
h	An interdisciplinary framework.

with one class teacher, to secondary, with up to 12 specialists, may be lessened in future by such barrier breaking.

Specifying intentions

In most schools the days have gone when science teachers imagined that all that science was about was learning facts and formulae for the exam. The APU has elucidated a set of science abilities which are not very closely related to content, and earlier the science HMI published a very valuable list of science skills they looked for when undertaking their Secondary Survey. Nowadays most examination syllabuses list aims and assessment objectives covering a broad range, and the new 16-plus criteria (from the National Joint Council) do the same. It is widely recognized that if a course is to deserve the title science in any real sense, it must concern itself with many different skills (see Table 3).

Formerly, the idea was widespread that so called "less able" pupils could not undertake "higher level" activities such as problem-solving, analysis, evaluation: all they could be expected to do was remember. This fallacy is beginning to be recognized for what it is, not least because remembering is what the "less able" often find hardest. Given the opportunity to attempt more complex tasks, but without a heavy memory load, such pupils often surprise their teachers by their success.

The "graded tests" (or better "staged objectives") movement fits in with this shift, emphasizing what pupils can achieve rather than what they cannot. That this improves motivation and hence performance is not surprising, but certain implications need to be faced: differences in speed and in level of work become more conspicuous. Syllabuses will have to be rewritten "from the bottom up" (to quote the Cockcroft Report on Mathematics), and not before time. While at present many mixed ability groups are taught as if they were homogeneous, that will become virtually impossible. New methods of teaching will have to be developed to enable pupils to progress at their own speeds and levels (perhaps along the lines of "Insight To Science" when taught as individual



effectively.

These are particularly relevant in helping to create equality of opportunity for all pupils, which one might illustrate by the current ILEA emphasis on the education of ethnic minorities, girls and the working class: making "how to learn" (as well as what to learn) a matter of importance to them can surely help them to achieve their potential.

I well remember that when we first distributed the APPIL Students' Handbook (which deals with how best to learn physics) the reaction from many A level students was "Why has no one ever done anything like this with us before!" Nowadays, fortunate pupils meet such ideas at an early stage. Of course science does include some modes of learning not met in other subjects, but many of the study skills apply across the curriculum. Which brings us full circle.

References

Science Education 11–18, The Royal Society, December 1982 (free).
Science Education in Schools, DES, June 1982 (free).
Aspects of Secondary Education, HMSO.
Mathematics Counts, HMSO, 1982
Advanced Physics Project for Independent Learning, ILEA and John Murray.
Insight to Science, ILEA and Addison Wesley.

John Bausor is one of the ILEA Science Inspectors. The views expressed are his own and do not necessarily represent those of the ILEA.



TABLE 3
Extract from proposed 16+ syllabus (double subject) of the Southern Group of Examining Boards, devised by its SCISP Working Party, and still to be ratified.

Relative weightings of assessment objectives
The overall relative weightings of the assessment objectives (expressed as percentages) within the two parts of the examination are given below:

	Objective	Integrated Science Principles	Integrated Science Applications
1	recall	20	5
2	understanding	8	20
3	select/arrange patterns	15	–
4	use patterns	–	25
5	critically analyse	10	10
6	communicate	8*	10
7	applications	–	10
8	social significance	–	10
9	interaction of science/ technology/society	–	10
10	design of experiments	7 + 8*	–
11	performance of experiments	8*	–
12	reporting scientific work	8*	–
13	individual work	4*	–
14	work as part of a group	4*	–

** Indicates objectives assessed by internal assessment.*

tended). This leads naturally to my third theme.

Thinking of the pupils

The word "teacher" (or even worse "lecturer") carries with it a thoroughly misleading implication about how people develop knowledge and mental skills. In a very real sense you can never teach anyone anything – all learning is an individual matter. What the teacher has to do is so to arrange things that individual pupils can learn – which includes instruction, but also many other modes. This perception is growing among science teachers, and many of them are beginning to make the effort involved in seeing learning from the pupils' end. This perhaps explains why they are often in the van of the movement to introduce study skills, that is an emphasis for pupils on how one can learn

EXTRA

School chemistry – time for a face-lift

By E. Peter Johnson

Little research seems yet to have been done on how pupils perceive different school subjects, both in terms of their inherent difficulty and in terms of their relevance to the modern world.

One factor that will obviously influence the choice of a particular subject by a student is the personality of the teacher, but, this apart, some disciplines seem to have more built-in glamour than others.

Microelectronics and computer science seem to be rising stars for many in the firmament of the curriculum, for the moment outshining more well established subjects. Their progressive, forward-looking image contrasts strongly, in my opinion, with that of chemistry.

The basic reasons for this are not far to seek; that in the eyes of the pupil school subjects can be rated as "positive", "neutral" or "negative" and far too often chemistry is given a "minus" rating, through no fault of the teacher.

Chemists have in many ways only themselves to blame. In recent years there has been an ever-increasing emphasis on chemical hazards, and also an awareness of the dangers of pollution, and consequential damage to the environment. In the United Kingdom, Friends of the Earth have flourished, while parallel groups have developed in many parts of the World, for example the "Greens" in Germany.

It is clearly right that part of the task of the chemistry teacher is to make pupils fully aware of problems arising due to the production of toxic chemicals. At the age of 15 plus the student should be able to develop an informed opinion on topics related to chemistry, such as lead pollution and acid rain produced via industrial discharges, but this is being done almost too well, and is contributing to a somewhat negative image of the subject held by an increasing number of both students and adults.

It is very difficult to obtain unbiased factual information on how any given subject is perceived by the student. Questionnaires administrated by chemistry teachers are obviously open to criticism, as students would most probably develop some inkling of the purpose of the questions and would show a tendency to give answers that they would think would be expected of them. However, these difficulties were partly overcome by arranging the administration of the questionnaire to be in the hands of other than the chemistry department.

Many questions were totally irrelevant, so as to throw the pupils off the scent. This approach has, I hope, produced some relatively unbiased and very interesting results. My concern about the image of the subject as perceived by the student seems to be confirmed by the results of this research, which although not rigorous, seem to point in the direction of some disturbing conclusions.

Approximately 200 pupils, ranging in age from 11 to 15-plus years (of both sexes) gave the following answers in a word-association test: of 15 words, 14 were designed to be neutral, for example "chip" "letter" and so on, and only one (unknown to the pupil) was relevant, the word being "chemical".

Results were then classified as negative, neutral or positive. Approximately 92 per cent of the replies could be considered negative, ie corrosive, poisonous, dangerous and explosive were common answers. About 7 per cent of the replies were neutral, answers being "Bio", "petro-" and "powdered" and less than 1 per cent were positive. One 11-year-old wrote "useful," this being the only answer in this category.

Although not intended as part of the exercise, the neutral word "rain" attracted a significant number of "acid's" to pair with it, which could be considered as a rather negative response.

The students were also asked to name two famous authors, and two famous scientists. The first task was managed by 93 per cent, but only 65 per cent could manage the second, and of the scientists named practically all were mathematicians or physicists.

Students also indicated two substances useful to man, and two substances which could be considered harmful, and again there was a trend towards substances being automatically regarded as harmful. A significant number of pupils could not think of one single useful substance, and as all the selected group were studying chemistry, something is radically wrong with the way the subject is presented. Perhaps modern syllabuses contain a clue here?

More and more the presentation of chemistry is tending to become lop-sided. While admitting that dangers and hazards should be recognized, and the problems of pollution should be pointed out, there does not seem to be any comparable effort to point out benefits to mankind.

Where is the chemistry syllabus that even mentions the existence of such beneficial substances such as anaesthetics and analgesics? Where is a mention of the discovery, preparation analysis and synthesis of insulin, with great benefit to sufferers from diabetes throughout the world? The Haber Process, with its capacity to produce relatively cheap fertilizer has raised the standard of living and life expectancy of millions of people, but nowhere does this aspect of chemical industry rate even a mention.

On the contrary, emphasis is placed on the siting of industry, atmospheric pollution and waste disposal. Important, but again a rather negative image is being presented.

Given that school chemistry courses must certainly look to their laurels if they are not to be outshone by perhaps more glamorous developments in other subjects, what can be done? Chemistry must be seen by the student as making a positive contribution to the welfare of mankind, and a radical change of approach at school level seems to be called for.

It is always easy to criticize, but what positive steps can be taken? I would like to see removed from all syllabus any mention of the siting of chemical works. A radical step, but so often this is a matter of political consideration, chemical factors taking very much a back seat. Job protection, export considerations and vote catching have no part in a school chemistry syllabus, and including them, if only covertly, underlines the rigid discipline of the subject.

Mention of pollution, and of the hazardous and poisonous nature of some substances requires an equal duty to include more positive aspects of the subject in the syllabus.

The following would be suitable in a course up to O level GCE:

1 The name and formula of an anaesthetic, including an outline of its preparation and purification for medical use. A suitable example could be nitrous oxide;

2 an historical approach to the story of nitrate fertilizers, leading from guano and South American deposits up to the replacement of these sources by nitrates derived indirectly from the Haber process, and the importance of this process for world food supplies;

3 a mention of the manufacture of drugs, ranging from the humble asprin for the relief of headaches to more complex preparations used in the treatment of cancer and heart disease. It is not proposed that the formulae of these compounds should be known, but an appreciation of the chemists' role in their production is what would be looked for.

4 the formulae and properties of simple plastics such as polyethylene and polystyrene are of course already included in many syllabuses, but I would like to see this extended to have more emphasis on their everyday use, pointing out the very great difficulty there would be in replacing them in quantity with naturally occuring materials.

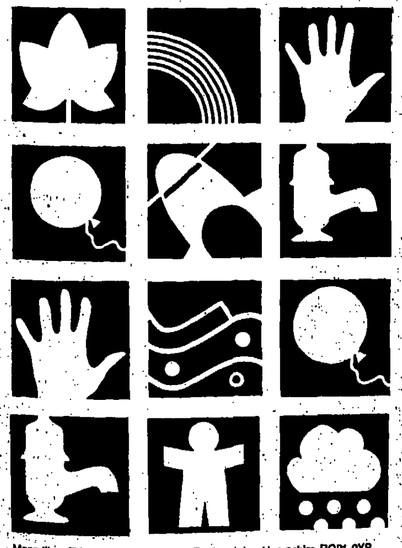
5 Finally, a more historical approach to chemical discovery would make the face of the subject more human.

Perhaps, if these alterations were made chemistry could be seen to be once more a useful, interesting if demanding subject, relevant to the world of today, instead of the picture which is now so often presented to the pupil as being over concerned with its negative aspects, and somewhat irrelevant to the future welfare of both the pupil and of mankind in general.

E Peter Johnson is head of chemistry at Heversham Grammar School Cumbria.

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MACMILLAN EDUCATION

Soft at the core

Peter Baron offers his suggestions for the science curriculum

The sixties was a time of considerable change in biology teaching. One saw then the emergence of new syllabuses slanted towards functional aspects of the subject and practical work assumed a new importance. In further and higher education, the national certificates and diplomas emerged as recognizable qualifications, and technical colleges in which these were taught were designated as regional institutions prior to becoming, in many cases, polytechnics.

This enhanced technical sector, together with universities old and new, put on offer novel degree courses which were themselves adventures. By comparison, the present time seems to be one of depression, though the term consolidation has been used.

Instead of the sense of purpose and fulfilment previously felt by many teachers and students, we are now faced with unemployment on all sides and potential poverty for many. Perhaps such a state has in itself caused a new mood of purpose to descend upon us, for it is generally felt that many syllabuses in science should be much more relevant to society as a whole.

At school level traditionally taught academic science, though it may be educationally viable in terms of assessing excellence, or the lack of it, does not seem to be suited to the cognitive abilities of many children. It has been said, for instance, that the major part of our current science teaching bypasses the majority in catering mainly for an elite.

Thus, for a child to be left in relative ignorance of appropriate scientific principles and applications at a time when technology, and consequently technological work, is becoming increasingly important, could lead to personal and social catastrophy.

Could the teaching be made significantly more relevant than it is? Could we fire the enthusiasm of our classes by relating the topics they are supposed to learn much more closely to situations which have a clear application either in the here and now or in work situations which may not be so far in the future? Recent reports seem to indicate that at least one authoritative answer, that of the Department of Education and Science, would be yes.

The relatively poor cognitive match which current science schemes make with the children for whom they are supposed to cater obviously has some kind of connexion, not only with the level, but also with the kind of science taught. Much of this material derives from what might be called the hard core, that is physics and chemistry which are supposed to embody skills peculiar to themselves.

Biology, sociology, and psychology are regarded by many scientists as relatively soft. But, outside the establishment, there is considerable support for the idea that, properly taught, the soft subjects can provide a viable intellectual training at an acceptable range of cognitive levels. The recently published Royal Society report favoured the continuance of separately taught physics, chemistry and biology, but with adequate cooperation between those trained in the separate disciplines.

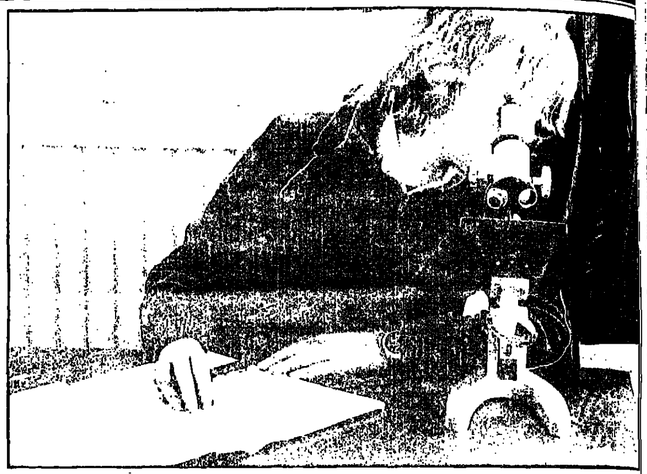
One may not doubt the possibility of such cooperation, but the practicalities are questionable. Is specialist team teaching an integrated syllabus acceptable? At least that method might ensure adequate dovetailing and hopefully encourage chemists and physicists to become involved in biology, even though the reverse is less probable.

In what ways can mathematicians participate in science teaching and are we not, in the end, within an ace of combined science?

As a biologist, I naturally favour the teaching of my own subject. Why not weight science teaching towards bioscience? Many of the topics of both physics and chemistry are as well taught through the medium of biology as in their separate slots and the techniques and methods of social sciences can easily be embraced by ecology. Furthermore, valuable applied aspects, including those relating to biotechnology, applied computer science, food science, aspects of human biology and the environment at large fall within its sphere.

Staff wise, biologists are much easier to find than physicists, though chemists do not seem to be in short supply. The natural complexity of biological subjects enables differing topics to be taught in such a way as to provide an adequate challenge for varying levels of intelligence, without so much need for the separation of individuals with differing levels of ability.

As indicated previously, this line of thought implies substantial curriculum revision, if not revolution! Though it seems that here a decision in principle has already been made.



Inevitably, any such move would involve an examination of the basic approach to science teaching, and we might, despite the views of the eminences of the Royal Society, ask whether our methods in this area are in the best interests of the children concerned.

There is a distinctly academic look about science curricula, and biology is no exception. Might the situation now be comparable to that in modern languages some years ago. Then, the approach was, I think, more academic, because it was grammatical rather than conversational. To the ordinary person, who may have an innate grammatical competence in his native language, what matters is being able to communicate at almost any level in the language to be learned. Naturally, when successful, there is a considerable sense of achievement and the lessons received are immediately related to real life.

Some applied science is, of course, taught now, but it might be possible for first examination candidates to "cut the cackle" by missing out some of the material hitherto regarded as sacred. This practical approach would, as I envisage it, inform mainly about the applications of science in society as a whole and provide minimal information about principles. An opportunity would thus arise for the omission of excess curricular material, though there would be a need for careful selection of that to be included so as to provide adequate depth and to avoid overloading yet again. But is it really necessary to inflict an expanded repeat of the first and second year course on CSE and Ordinary level candidates?

Is there any evidence that an "applied" curriculum could provide a viable proposition? Well, more than one scheme exists within biology per se, for example the University of London's Alternative Biological Studies 804. This aims to enable pupils to study whole organisms and their relationships through a natural science approach so as to inform them about their immediate environment, increase their understanding of the relevance of biology to man and encourage a respect for living things. In order to prepare for the examination, one must select to study one terrestrial and one aquatic habitat from a given list and this involves gaining a good knowledge of typical living things and their life histories, sampling techniques and behavioural relationships.

In addition, the habitats chosen must be used to provide information about food and energy relationships, various aspects of behaviour, population distribution and the interaction between the animals and plants of the habitat and man. It seems that those involved with this scheme like it, though the examination for Alternative Biological Studies only attracts about 1 per cent of the total ordinary level candidacy in biology. This low level of uptake could be connected with the relatively restricted subject content of the course and a wider approach has been adopted in the "Science and Society" syllabuses offered by the Joint Matriculation and London Regional Examining boards.

Mechanisms already exist for the construction and implementation of the syllabuses which virtually dictate what, if not how, subjects are taught in schools. Naturally enough, the authors of school textbooks cater for the market as seen by their publishers. Their approach is sometimes educationally innovative, but less frequently so from the point of view of the subject. Indeed, much biological literature at this level tends only to put a new look on old subject matter.

Surely, there is scope for more foresight here. Short of presenting an alternative biology or science which nobody would buy, it may be possible to publish items which go further towards illustrating certain every day applications of science, with some regard for the principles involved as well. SISCON, the movement for Science in a Social Context has already made a start on this and such extra material, as well as serving its present purpose, could form a data base for a variety of future applications.

In an environment where first examinations are mainly concerned with applied science what would happen at Advanced level? I would view A level as the stage where the principles and details omitted at Ordinary level could be pursued. In essence, I am suggesting that 16+ should be the level at which subject applications are examined in simple and direct terms, while those entering the sixth form should be the sort of students who can cope adequately with the inbetweens. A similar premise would affect those undertaking an Ordinary Certificate or Diploma, though one would expect that here there would be a more specific pursuit of vocational topics.

For further reflection ponder, for example, the immediate real-life relevance of mass flow systems of plants, ATP and 14C intermediaries in photosynthesis, the structures of mammalian blood vessels, an experiment to determine which surface of a privet leaf loses most water, a study of *Taenia solium*, the relationship of plant auxins to growth and tropic responses to light and gravity and the possibilities of back-tracking to such topics from practical applications. On the other hand items like the diseases caused by bacteria, protozoans and fungi, soil biology, flora and fauna, human genetics and practical examples of the limiting factors in photosynthesis would seem to be more suited to an applied philosophy.

Sticking my neck out? Maybe! But the views I have expressed are meant as contributions to a debate and could not possibly be regarded as complete.

Dr P J Baron is principal lecturer in biology, Polytechnic of The South Bank, London.

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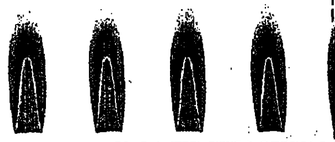


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RESOURCEFUL TEACHING AIDS – FROM THE GAS PEOPLE.

At their own rate

Denyse Lukowiecki on resource – based learning in biology

In the science department of St Augustine's High School Edinburgh, pupils in the first and second (integrated science) and third–fifth year's (biology, chemistry and physics) follow a course of resource based learning. This is a pupil-paced course where the pupils are provided with a study guide (series of worksheets). The pupils proceed through the study guide at their own rate. It seeks to use a variety of learning activities so as to maintain pupil and staff interest and motivation. The method used allows flexibility ideal for mixed ability groups.

In biology the course has arisen due to inadequacies which have appeared over the years. It became apparent that the majority of pupils entering O grade biology in their third year were unsuitable for an O grade course. A large number of the pupils were quickly overwhelmed by the depth of the O grade syllabus which they were expected to study. A result of this was a loss of interest over the first year of the two-year course.

The new course which has been developed over the last two years seeks to cater for all pupils entering biology. This includes pupils from all but the bottom 25–30 per cent of the year group. Pupils enter a CSE/O grade course, the decision as to what they will eventually sit being left till late in their fourth year. With the possibility of the development of Credit and General levels in Scottish education I feel the approach is an ideal one and would adapt easily to any new syllabuses and developments.

The biology course has been divided into 27 units of work, nine of these based on all aspects of the O grade biology syllabus which could be considered environmental biology. All pupils are allowed to work at their own rate within each unit. For each unit the pupils are provided with a set of guide sheets, which direct the pupils to experiments, reading, note-making, listening exercises and demonstration posters and experiments. The apparatus required is kept within the lab in marked boxes. The guide sheets are reusable and are designed to be easy to follow and interesting in presentation.

One of our aims is to improve pupils' reading and writing skills. At all times pupils are encouraged to write out experiments and notes in their own words. The teacher's role is one of a classroom resource, encouraging and helping individual pupils or groups of pupils. Occasionally, with more difficult topics, it has been found useful to hold small class lectures.

At the start of each unit the pupils are given an introductory sheet indicating the format of the unit (worksheet titles and activities). The pupils then work through a linear core, usually four to six worksheets, at their own rate in groups of two or three. The core consists of the basic ideas and theories associated with a particular topic. The core is written at a level which hopefully all pupils can cope with. At the end of each core sheet the pupils' work is marked by the teacher and they are given a credit for each activity within that core sheet. This is intended as a regular check on the pupils' progress and as a motivating factor.

At the end of the core the pupils sit a quick quiz which consists of 15 multiple choice questions which are designed to highlight any problems the pupils may have had with any particular core sheet. These are normally remedied by the teacher. If appropriate or possibly the teacher may direct the pupil to a remedial extension on that particular topic.

After the quick quiz pupils are directed by the teacher to an extension. For each core sheet there are normally three extensions. These can be remedial, further O grade material, SCE/general interest. Higher grade, whichever is appropriate for the particular core sheet, for example see table at the bottom of the page.

The teacher's decision as to which extension the pupil should follow is normally based on their assessment of the pupil's ability. It has been found over the two years that the original organizational problems envisaged with this did not arise. Normally the CSE-type pupil will cover all the core plus a few extensions while the good O grade pupil will cover the core plus all the extensions. We have found that pupils are keen to do work at home and many extensions have been written with this in mind.

At all times we have tried to make the topics covered more relevant to the pupils' everyday lives. This is why we have tried to build in extensions of general interest and do not keep strictly to the O grade which we feel is strongly lacking in relevance and can be rather dull to teach or learn. Added interest is also achieved through the use of VCR, games, crosswords and word searches.

The pupils keep a record of their work on loose leaf A4 paper kept in an A4 ring binder which is regularly checked at the end of each unit after completion of the unit assessment which all pupils sit at the same time. The test consists of two parts, the core (out of 20) and the extensions (out of 15). All pupils are encouraged to attempt all questions even though they may not have completed all the work. As an aid to revision the pupils are given a list of core and extension objectives upon which the test is based.

The nine field studies units are dealt with in a similar way but are written up in a separate field studies notebook. These units are interspersed with the other units at suitable times in the year (summer – work on distribution of organisms). This part of the course includes a whole-day field trip to a seashore environment and four half-day field trips to local environments such as a canal or deciduous woodland. The pupils are expected to write up the visit during follow-up work in the lab.

The overriding aim in the development of this course was to make the O grade syllabus more appropriate and relevant to the majority of pupils entering O grade biology in our school. The course is still developing and is by no means complete. Already we can see deficiencies in some of the materials we have produced and are constantly monitoring pupils' reactions to these so that we can make necessary changes. However, our overall feeling in the department is that we have something which is ultimately more satisfying and motivating for both pupils and staff.

Denyse Lukowiecki is principal teacher of biology at St Augustine's High School, Edinburgh.

core topic	core activities	extensions
THE SKELETON	skeleton labelling	strength of bone
	other skeletons	types of skeleton
	bone structure	broken bones

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By Jane MacRae



Photo: Barry Richard Grant

Science is a wholly human, living subject: it is after all an offspring of the human being: he creates it with his body, mind and even his heart – for inspiration, enthusiasm, and reverence are not unknown to scientists.

Does the current approach to science allow children to appreciate fully its human, living nature or do they see it as a mechanical, fixed body with unattainable mind and no heart? And why does this matter anyway? It matters because it is this human aspect of science which can be directly experienced by all children; it is this aspect which is potentially the most immediate and profound, and it is this which may mean most to those who find the mechanical "body" of science difficult or unappealing.

One could say that it is such human experience which makes science really "relevant", though I use that tired word not in its popular sense associated with on-going-meaningful-scenarios, but in its original sense, which derives from the Latin *relevare*, meaning to uplift or to raise up.

In order to make science education uplifting and immediate the whole person, that is his body, mind and heart on inner being, are taken into consideration. Different aspects of science education are appropriate to uplift different aspects of a person.

Taking the physical body first, we must educate the five senses, for surely accurate observation, so necessary for science, is impossible without acute, finely-tuned senses?

Whilst the senses of young children may already be acute, children over 10 seem to need this training more urgently. It is a singularly practical matter for which no expensive equipment is needed. There are various exercises in which one sense at a time is focused on: for example, by being blindfolded when studying taste or smell. Each person is given something to smell (or taste) but they must not know what it is.

In the case of smelling, damp soil is very good to start with. The class must get as quiet and still as possible – the novelty of the situation may help to meet this tall order – then they can smell the soil. A first reaction is usually some sort of repulsion. At this, I would point out that we are not interested in whether they like it or not: such opinions are not useful for a scientific investigation. So we aim to get quiet and still again and make a deliberate effort to focus total attention on the smell; this time each should ask himself what he knows about the soil whilst smelling it. This can be done for a minute or two depending on how long attention lasts.

Finally, blindfolds are removed and as many as is practical give their observations to the class. It is only when these observations and experiences are formulated and described (even if a little help is needed for some) that the full value of the exercise becomes obvious.

What may sound to you too simple to have anything in it, has yielded observations of surprising depth and precision from children of all abilities and a wide age range. For example, children who had never given soil a moment's thought have said that it smelt old, even ancient, yet new and fresh. It is as if they directly appreciated something about soil formation and fertility. This could even be developed into a topic later. Other children, when smelling a freshly cut apple, observed a hint of similarity between the apple and the soil which they described as a living, earthy smell. It is one thing to be told that food grows from the earth but a totally different thing to know it from experience.

That the senses engage a person so immediately and so simply and yet with such depth, may account for the unexpected happiness and enthusiasm that children feel whilst doing these exercises. It is this happiness which convinces me that education of the senses is a way of uplifting a pupil.

One further use of sense education is that it gives the teacher an opportunity to show that all knowledge, concerning every aspect of life must initially be received through the senses: it is as if the senses are a person's gateway to the world and hence the importance of having them in tip-top condition. Health education could therefore be approached from this angle, for example, how can someone be aware of what he is feeding his body? An acute sense of taste will tell him much. It is an amazing sight to see a class of children actually tasting that fresh apple and sensing for themselves its nourishing and refreshing qualities. On this F Capra in *The Turning Point* says ". . . we have forgotten how to 'think' with our bodies, how to use them as agents of knowing. In doing so we have also cut ourselves off from our natural environment . . ."

Once this living contact with the world is made using the body, we can consider how the intellectual and major part of science education can uplift the mind. To this end the principles and concepts already in a syllabus are made the central point of study. It should be said that the key concepts and principles are here interpreted in their broadest possible sense since the aim is to develop flexibility and depth of thought and allow the concepts to become immediate human experience; a final truth is not sought.

These principles or concepts are explored and developed through five steps:

1) The key principle or concept of a topic must be identified.

2) It should be understood in the context of the science being studied.

3) Other sciences are looked at to see if it occurs within them.

4) The same is done for non-science subjects.

5) The significance of this principle or concept to the pupil's own life is explored.

For example, the study of acids, bases and salts in chemistry may identify neutralization as the key concept (step 1). For step 2, titrations, relevant calculations and ionic equations serve to expound the concept. In step 3 static electricity in physics brings in the idea of electrical neutrality. In maths, the fact that adding the same number of pluses and minuses gives zero could raise a question of whether zero is a type of "neutrality" and if neutrality is as "everything" or a "nothing". For step 4 the neuter gender which occurs in some languages can be discussed: how does it differ in application from the usual male versus female perception?

For step 5 the concept of neutrality can be made immediate by experiencing it through taste. For this, fresh lemon and milk of magnesia are tasted separately and then together, until neutralization is reached. A class described the sensation of neutralization as restful and complete, in contrast to the sharp liveliness of the lemon and the dullness of the milk of magnesia. After this we discussed what a valuable asset such a neutral condition of mind would be in everyday situations where tempers get out of control, for example.

Exploration of concepts in this way does not take long and is extremely worthwhile. It uplifts the mind, firstly by bringing a unity and significance to the subject, and secondly by transforming distant concepts into immediate human experience.

Finally, there are occasions when something in science education touches the heart or inner being of a pupil. From my observations of working in this way it can be the precise, fine use of the senses or the clarity arising from exploration of concepts which brings an inner satisfaction seldom found in life. And often this satisfaction is felt by those whose intellectual limitations would have excluded them from a science education, had it not been insisted on for all.

I hope that by bringing out the human nature of science all children will find it uplifting; those who become scientists will bring a depth of perception to their work whilst those who will never remember a word of the "body" of science will not forget the taste of its mind and heart.

R W Emerson in *Selected Writings* says "Nor has science sufficient humanity, so long as the naturalist overlooks that wonderful congruity which subsists between man and the world; of which he is lord, not because he is the most subtle inhabitant, but because he is its head and heart, and finds something of himself in every great and small thing . . . The perception of this . . . makes the attraction which draws men to science."

Dr Jane MacRae is head of science at St James' Independent Day School, London SW7. She will be giving a talk/practical session related to the contents of this article to the West London Section of the ASE on May 10.

Performance report

Michael Savory reviews "Science in Schools. Age 15"

The work of the Assessment of Performance Unit has reached the stage when a report has been published on the scientific performance of the 15-year-old based on a survey in November 1980. Three reports on scientific performance are now available, at 11 years, 13 years and 15 years.

This present report maintains the quality and interest of the previous reports. However, to gain the most value from the APU work it is necessary to examine the full report.

It is sad to have to record the difficulty this writer had in obtaining a copy. The government bookshop in Bristol appeared to have an internal conspiracy to prevent me purchasing the report. One can too easily be discouraged by statements, two weeks after publication, that state, "It is not published and we have no date" and "We can not give a delivery date".

However, with the aid of a friendly science adviser I succeeded in reading the report. The immediate reaction is to realize that yet again press releases and summary reports do not give a proper picture of the full publication. It is to be recommended to all that they should leave no stone unturned to obtain a copy of this report *Science in Schools Age 15*.

The report is divided into three sections. The first giving information about schools and pupils and providing details of the sampling procedure. The second section covering several chapters examines pupils performance in the various categories of activity. Finally, overall performance profiles are provided with some correlation with other variables. There is no attempt to assess individual or school performance, the examination levels of performance in science activities is the prime aim.

In 1979 the Secondary Survey examined science provision, the APU report examines the same topic in a much more easily understood way, bar charts and pie charts abound. As with the Secondary Survey, the results do not provide any comfort or sense of complacency in any area, whether it be laboratory accommodation, technician support or pupils not studying science. The similarity of findings of the APU and the HMI survey should make teachers, advisers and administrators think carefully about the resources now being made available.

The assessment framework of the survey is explained and supported. The chapter devoted to the categories of the assessment will provide a considerable resource for teachers who wish to improve their own techniques in pupil assessment. There is considerable emphasis on the need to consider the objectives of questions before making assumptions on the nature of the answers.

The APU science team has gone to considerable lengths to avoid responses to its questions being simple recall. These lengths do not appear to have included the use of material that is non-relevant or more imaginative than real.

There are many constructive ideas in the various appendices especially in the development of categories within which tests can be framed and in the selection of questions from a bank. Useful though the various appendices are, readers should be warned that the content list is not intended to be comprehensive nor to be APU recommended.

The report examines in detail six categories of tests dividing equally into practical and written. The practical tests were using instruments and measurements, observations and performing investigations. These practical tests were administered by a team of practising teachers, the instructions prepared for their use show the care taken to make the assessment fair and reliable. It may not surprise some teachers to learn that pupils show a lack of expertise in reading a variety of measuring instruments.

The results from the design of investigation section are not conclusive although this may be due to the novel situations framed in the questions and perhaps the lack of any chance of demonstrating their ideas. This is clearly an aspect of the testing in that questions require careful reading and should be followed by written answers.

The wide range of questions used in the survey are illustrated by a considerable number of examples in the text. These enable teachers to appreciate the levels of the answers reported. It is difficult to detect from the levels of the responses whether pupils' achievements match their ability. The results of future surveys will show how achievement changes but will probably not show whether pupils are achieving to their own ceiling.

The chapter on overall performance is illustrated by a set of charts showing performance levels and marking the 95 per cent confidence level, this makes much clearer what could be a confusing set of data. Evidence of a relationship between performance and laboratory facilities and support was found, as was a relationship between performance and uptake of free school meals.

The report quite rightly avoids drawing conclusions from the results and leaves that exercise to the reader. This leaves the reader with the onus of careful reading, studied inference and action. The matters for discussion raised by the writers of the report include the balance of activities in science lessons, the possibility of including experimental design into schemes of work, the desirability of reduction in content to enable pupils to apply their knowledge.

The report *Science in Schools* will be of considerable use to science educators and provides a valuable addition to the first two reports on science. It supports many of the results of the secondary survey and the experience of many science teachers. The Royal Society recent report on science education called for a reduction in content, an increase in resources and a review of the 16-plus examination all of these threads can clearly be discerned in the APU report.

If future reports from the APU team are as constructively informative as this report then the improvement and effectiveness of science education in our schools will be given a considerable boost. I can do nothing more than impress on all the need to read and note the comments of this valuable report.

M J Savory is immediate Past Chairman of the Association for Science Education.

Much to intrigue

Multiple Choice Questions for A-Level Physics. By W Bolton.
Butterworths £3.50. 0 408 10854 1.
Comprehension and Data Analysis Exercises in Advanced Physics. By A Rees and C Spencer.
Harrap £1.95. 0 245 53553 5.The

The lengthy titles of this pair of books clearly explain their content and aim. Mr Bolton has prepared 9 tests, each containing 30 questions, to which answers have to be chosen from a given set.

He details the variety; in a multiple choice of question the student must select one of five suggested answers; multiple-completion questions have a choice of three responses, any or all of which may be correct; and classification sets begin with five statements (or quantities or relationships or graphs or the like) to be associated in a specific way with members of a group of questions.

Mr Bolton's compilation, covering all these types, should be adequate for most A level courses. So, in a different fashion, should the Harrap book. In this, appendices provide hints on ways of tackling the exercises, and to possible answers. Thirteen comprehension exercises have such themes as a new approach to carbon-dating, non-destructive testing, satellite communications, optical monitoring of high voltage circuits, and heart pacemakers. Questions test powers of understanding, deduction and application; and, like those in the data analysis section, invite follow-up work and further investigation.

As the authors suggest, "any good A level student should be willing to do some extra reading". Certainly anyone interested in the subject will find much to intrigue in the pieces on, for instance, solar heating, alpha particles, elasticity or electric motors.

Dr Johnson may have believed that questioning is not "a mode of conversation", but it is undoubtedly a mode of determining the degree of knowledge acquired and of stimulating interest. These books fulfil such purposes admirably.

F W Kellaway

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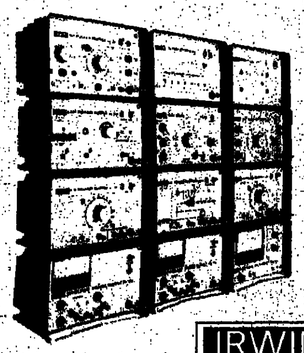
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Assets and liabilities

Sally Festing talks to three prominent women scientists

Women scientists working with colleagues of both sexes don't feel like "women scientists" any more than their male counterparts feel like "men scientists". But when they are isolated, their very conspicuousness confronts them; and by and large, science is male dominated, the more so, the higher up the ladder you go.

Thirty women Fellows of the Royal Society against 920 men is a provoking figure. Few women obtain medical consultancies and few hold science chairs. Of course today's professor level reflects the school system of 30 years ago. Still it remains a tantalizing topic. There's not a shred of evidence to suggest women's intellectual equipment is inferior, but could it be different? How can their positive strengths be tapped? Why is their contribution so unevenly spread?

It was the dearth of promising successors that prompted Professor Daphne Jackson, the one and only woman professor of physics, to compare the number of girls taking postgraduate physics degrees with those in sociology and biochemistry. Surprisingly, a higher proportion of the former remain in the discipline after graduation. In other words, once in physics, the tendency is to stay; shortage of students must be accounted for much further down the line – in schools.

Girls number less than half the total taking O level physics and less than a third taking A level (London Board 1982). Although girls in mixed schools have a better chance of being offered physics at fourth and fifth level, the proportion choosing to study the subject is substantially higher in single sex schools; and with the best will in the world, as Jan Harding's *Horizon* programme showed, prejudices are reinforced unintentionally.

As the first capable physicist from Peterborough County Girls Grammar (which closed last year, for replacement with a coeducational comprehensive), Professor Jackson credits her school for the grooming and encouragement that enabled her to hold her own at Imperial College (75 girls in three thousand students). Since then, the assets and liabilities of being a woman have alternated. From rank of lecturer to head of department, her very uniqueness was probably an advantage.

At the same time she was helped in being promoted within Surrey University. To have been introduced to a position in authority elsewhere, would, she thinks, have been extremely difficult. Even now, a man with the same qualifications might expect extra-curricula appointments nearer the power sources of Whitehall.

Professor Jackson's department is highly research orientated. With forty per cent of its students at postgraduate level she has less formal teaching, though a considerable administrative load. She insists moreover, that she should be prepared to do anything she requires from her team. Outside committees are invaluable: it is part of Surrey's ethos to relate its academic work to life in general, and she is sure that attitudes she picks up on Health Service committees get fed back into research. But all this is time consuming, and a good deal of her own contribution as a theoretical physicist is made outside office hours.

In physics, she says, one must be versatile. Her recent move into the more demanding, interdisciplinary field of medical physics has proved her point. One must be courageous, persevering, and prepared to take risks. Imagination and creativity also go high on her lists. "Girls have a picture of people in white coats, stuck away in a laboratory following



Professor Daphne Jackson

a well trodden routine," she says. "You've got to know the rules of the game, but you make progress by having ideas, then you go back and fill in.

"The trend for physics to be governed by money is reducing the opportunities to exercise this kind of inquisitiveness." Surrey University received painful cuts in 1981.

Though it must be a source of pride to have pioneered, in the end Professor Jackson rues the fact that after 12 years, she remains such a rare bird.

"There's lots of fun in a mixed team, it's more complimentary. It's very sad to go to a standing conference of professors of physics – well, there's just me."

Professor Marian Hicks, head of the experimental pathology unit at Middlesex Hospital, is another woman in a man's world. As a child she wanted to study medicine but two brothers got in first and her father put his foot down at supporting a third. Physiology at University College took only 3 years, so she regretfully accepted the option. It was a mistake. Working, now, on the fringes of medicine, no one is more aware than she of the advantages of medical qualifications. "A bigger hurdle even than being a woman," she says.

In fact she was the first woman in her department (in 1959) though now there are plenty of others. Selection at first job level is probably about even; it is at marriage, she notices, when a conflict of time arises and women have to expend a much bigger effort to stay at work. She made the choice after the birth of her child.

"If I stopped for 5 years I knew I would always go back in a subordinate role, listening to someone elses ideas instead of making my own." The alternative was 10 weeks off and thorough adaptation to working hours.

Despite Professor Hicks's maxim that equal rights mean equal responsibility, she feels impelled to be twenty per cent better than the next man. The vigorous, 9–5 regimens have been tough and if he's been competitive; a diet on which she thrives.

On the positive side, she thinks women are tolerant. It is difficult to separate nature from nurture, but in practise it means they are prepared to listen. Persistence and an indefatigable resilience are also important. "People shouldn't take set-backs personally or react over-emotionally to the rough and tumble of work," she says. A perk is simply that she enjoys men's company. Unfeminine, never; but she is prepared, when occasion demands, to consciously adopt men's techniques.

Little role-playing however, is called for in biology. Twice as many girls take O and A levels, a significantly higher proportion pass at A-level and there are equal numbers applying for postgraduate posts. Are the requirements then, different from those of a chemist or physicist? Lifelong biologist, Dr Anne McLaren sees the ability to organise as a great boon, and on the whole, women seem to be good at performing several jobs simultaneously, sorting out priorities. Family life might even be a good training. There have always been plenty of women bacteriologists making nutrient broths! Another apparent difference is that women find it easier to admit they don't understand. Apart from the direct advantage, what seem silly questions, may turn out interesting. Obsessionalism, she puts before patience; though one must know when to cut losses and withdraw.

Dr McLaren retains an excitement for labwork that neither duties as head of the MRC Mammalian Development Unit at University College nor committee work has dimmed.



Professor Marian Hicks

If the great 'breakthrough' is relatively rare, a series of small discoveries maintain momentum and as long as research feels overridingly important, the scientist puts up with routine. Perhaps naively it is a blessing, maturity a handicap; for the person who sees what he is doing in perspective may find the effort pointless.

That individual scientists vary in talents and character is revealed in Derek Richter's *Women Scientists* (Macmillan 1982). The qualities required in different branches of science also vary to some extent. In a field already penetrated by women, it was suggested, men's aggressiveness could even work against them. Standing outside the rat race, a woman can share results and ideas, collaborating instead of competing.

Book reviews

Life-cycle

The Human Body series Birth and Growth. £4.25. The Lungs and Breathing. £3.99. By Brian R Ward. Franklin Watts.

Most children will have seen videos, films and film loops on both these topics, and there are obvious advantages in having material of this kind presented in that way. However, there is no doubting the value of being able to work at one's own pace through the same material, if complete and lasting understanding is to be achieved. For this reason these examples from the Human Body series are worth their place in any middle or secondary school library. Both have an excellent glossary and index.

Birth and Growth attempts the formidable task of presenting the complete human life-cycle, beginning with sections dealing with male and female anatomy and proceeding logically to menstruation and ovulation, fertilization, pregnancy, the development of the foetus and birth of the baby, growth through childhood into adolescence, maturity and old age. On the way there are excursions into the consideration of genetic inheritance, and the birth of twins. Illustrations are uniformly superb, though it is a pity that all the people shown are white-skinned.

I find it interesting that the book ends where it does. The last sentence, referring to "elderly people", reads: "They can remain active and healthy, enjoying their retirement and freedom from responsibilities". Well, we hope so, but what comes next? I am not blaming Brian Ward for not including any reference to human death, especially in a book entitled *Birth and Growth*, but its absence does tend to reinforce the increasingly strong taboos in our culture about that significant part of the life cycle.

In *The Lungs and Breathing*, Brian Ward wrestles, as must his readers, with complex and interrelated systems which cannot be oversimplified without distorting the facts. It is not possible to talk about the respiratory system without reference to the highly complex circulatory system. The use of large print does not make explanations easier, and while illustrations do help, especially if they are as good as these, the topic remains intractably difficult. Brian Ward makes a creditable attempt to overcome the problems of presenting such material to young readers, and he is notably successful in those sections of the book dealing with such topics as "Breathing Problems", "Aquatic Man", and "Breathing in High Altitudes". His treatment of the vocal mechanisms enables this fascinating area to become accessible, but for the more fundamental processes concerned with the structure and function of the lungs, nose and mouth, the interaction of lungs and heart, only the more persistent and determined students will be able to stay with it.

Philip Hytch

Less-able readers

Access to Science series. By Grahame Mitchell and George Snape. Reproduction. Student's Book £1.60. 0 245 53665 5. Teacher's Notes £1.35. 53706 6. Classification. Student's Book £1.60. 53664 7. Teacher's Notes £1.35. 53705 8. Harrap.

I am sure Harrap's *Access to Science* will be welcomed by all those who in the past have been unable to find suitable science material pitched at the right level for their less-able readers, and who consequently have been forced to use the more demanding publications intended for the capable child – often with only limited success. The dearth of books for the remedial child outside maths and English is well-known to teachers and writers alike, and probably owes much to the school capitation structure, where many heads of large departments control the purse-strings but rarely come across the clientele for whom Harrap's series is intended. If no one buys, no one publishes.

Access to Science is a truly excellent series of books which will do much to alleviate the situation. All pupil instructions have been ordered in a simple and concise manner, and there is an abundance of worthwhile activities which even the least capable child will be able to tackle successfully and derive satisfaction from. The overall tone of publication, from its basic but effective line-drawings and clear page layout to the choice of type, is valid testimony to the painstaking way the series has been put together.

Chapters vary in length. Four pages seems about average. Words of instruction to the pupils (action words) such as Copy, Cut, and Check are repeated in boldface throughout the series so that they will become familiar with use. A core vocabulary of necessary words (plastic, conical, mammal) is supplied at the head of each chapter for assimilation beforehand. My only gripe – a small one – is that there are sometimes too many of these for the pupil to learn, and the head of the remedial department might object to familiarizing someone else's group with them as suggested in the Teacher's Notes supplied with each pupil's book.

The series is suitable for children experiencing reading and comprehension difficulty in middle schools and the first three years of secondary education. It consists at present of *Measurement, Separating Substances, Water, Air, Classification* and *Reproduction*. I hope there will be more.

Bill Ridgway

Specifics

Understanding Physics Volume 3. By D R Harrison. Heinemann Educational £3.50. 0 435 67302 5.

Rounding off a short series of books on O level physics, *Understanding Physics Volume 3* contains "topics which are conceptionally harder and better left until near the end of the course". The first two volumes dealt with the core material; now come such specifics as motion in a circle, astronomy, the kinetic theory of gases, refraction and diffraction, and more complex electronics and nucleonics. The earlier books dealt with some of these topics in a general, non-quantitative, way. Now there is a little more mathematical expectation, and the work is advanced to examination levels.

It is worth recalling the technique of the sets of questions. After a relatively brief exposition of the theory, there come examples in four classifications. Exploratory, introductory questions use the information provided; others develop a theme in class discussion. A third set test application and understanding, and then there are some harder questions for those members of a class making faster progress.

Each chapter ends with a "summary of ideas, formulae and definitions" to aid reference and revision. Teachers who did not see copies of volumes 1 and 2 when they were commended in these pages last year might well rectify the omission now.

FWK

Practical aspects

Physics in Action. By Andrew Lambert. Blackie pupil's book £2.95. 0 216 91192 3. Teacher's Guide £1.75. 91193 1.

The sturdy commonsense approach made by Mr Lambert is exemplified by a passage in the preface to the teacher's guide. "Nothing in this book is meant to imply that this is the only or the best way to carry out the task of showing 12 to 14-year-old pupils what physics is about. It happens to be one way that has worked in one set of circumstances".

Just so. However many times it has been said before, there is nothing lost by reiterating that the most effective textbook for any good teacher to use is one which he has written for himself, and with his particular classes in mind. Yet it must be recognized that not all teachers (not even all good teachers) have the inclination, initiative or even the ability to prepare an acceptable textbook. They will prefer to seek something from a publisher's list and adapt it for their own specific purpose.

Again, Mr Lambert is realistic. He knows that those coping with this level of physics may be highly competent and experienced specialists. But they are very much more likely to come under the headings of inexperienced physics teachers, or teachers who are not physicists. It is with these latter groups in mind that he has prepared the guide to aid an understanding of the major aspects of the course, the point of some topics, and how they fit into a general physics education.

Mr Lambert covers typical work for the 12 to 14 age range, where a transition is being made from some form of integrated science to a study of separate sciences. His book "aims to give pupils an understanding of the sort of questions that physicists try to answer, how they try to answer them, and what use physics has in the everyday world".

An emphasis on the impact of physics on the child's experience has, it may be presumed, conditioned the choice of topics covered. Thus electrical circuitry is introduced with consideration of railways, where power grids are all too evident, and the domestic iron, while optics involve the pinhole camera and the human eye.

Excellent illustrations, many in colour, again often relate matters that are meaningful to the child and thus grasp his or her attention. The use of photographs alongside diagrams is a further help to comprehension, while Mr Lambert justifies in practice his keenness on the relevance of applications of the subject.

He also stresses two other factors, that physics is not just a boy's subject but one that girls can do equally well, and that the practical aspects, the doing, are vital.

F W Kellaway

Alpha plus

The Natural History of Britain and Ireland. Edited By Heather Angel Michael Joseph £12.50. 0 7181 1989 4.

Without reservation, this is a splendid work, alpha plus in every way. If a better single volume about this country's natural history has appeared in recent years, it has not come my way. Here a team of experts (with that much debased word for once correctly attributed) describe the landscape, the plant and animal life, and the very feel of the country. The whole is magnificently illustrated with hundreds of brilliant photographs by Heather Angel, specially taken in the last year or so.

In a foreword she writes cogently that "so varied are these islands scenically, seasonally and in the rapid alternation of weather patterns that if the same task was repeated . . . the pictorial representation would have quite a different flavour. The wealth of variety is a heritage and a responsibility".

The care of that heritage is a theme recurring in the various contributions. For instance, the establishment of hedges over many centuries has meant a habitat for many mammals, insects and birds. Now this is in danger of destruction by the "creation of large prairie-like fields".

Other changes in land management (such as conifer plantations replacing good hardwoods, or the indiscriminate use of chemical sprays), and the spread of housing, roads or airfields, are among the factors wrecking some of the quality of life in Britain.

Whether it is of life on the beaches or cliffs, or in lakes and rivers, on the uplands or even in suburbia, this record is clear, efficiently comprehensive, and perceptively accurate. The names of those providing this record are noteworthy. Eric Duffey, John Miles, M A Ogilvie, Eric Simms and W G Teagle are a strong collaboration; with Heather Angel's own writing and – especially – her illustrations, we have a work that appeals to eye and mind.

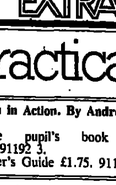
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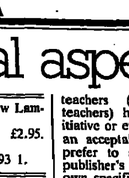
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For the safety of all

By Linda Kelly

Safety regulations nowadays are very stringent, some would say too stringent. Unfortunately, many teachers, especially in the physical sciences, where safety ought to be paramount, do not follow the regulations as laid down. Many, in fact, are not even aware of the laws relating to safety and safe practice and often the design of their laboratories and the equipment provided are inadequate, something they can do little about.

Even more alarming is the fact that many teachers, especially newly-qualified ones, are not aware that should an accident occur because of lack of proper facilities in their laboratories, they themselves are just as liable under law, for allowing experiments to proceed in unsafe conditions, as is the authority for not providing proper facilities.

Thus, a teacher (or technician, as it applies to them too), who had been pointing out dangers to the authorities and campaigning for improvements, could still be sued or charged for contributory negligence, and could lose the chance of compensation for personal injury for the same reason.

Most common infringements of the rules involve the storage of chemicals. Many schools do not have adequate chemical storage facilities and storage of the smaller amounts is often in the teaching laboratory, or in the technicians prep room. Storage in laboratories should be seen as an obvious hazard, as however good, and well behaved classes are in general, there will always be someone who "larks about".

Storage in a prep room may not seem such an obvious hazard, after all that is where the technician will be using them. But there are many insidious dangers in this practise, as more often than not the technician spends the majority of her or his time there, and many fumes or dusts, though not immediately or in small quantities, dangerous, can after a build-up over time, seriously affect their health.

Another big worry is that technicians are often not trained or qualified and are not aware unless told, how dangerous some chemicals, even fairly common ones, are. Those who, by experience or training, do know the dangers, and point them out are very seldom heeded, and can even find themselves labelled as scaremongers or troublemakers. After all, technicians are cheap, their wages are nearly always extremely low, and they are easily replaced by untrained, inexperienced people.

Storage of bulk stocks is even more worrying, as this is often in prep rooms or an inside room with no special fire precautions or extractor fans, and often far more than the recommended permitted amounts are kept. This is another area where there is a distinct lack of knowledge. Many schools, dare one say most schools, have no idea of the maximum permitted amounts especially of inflammables, and frequently stock two or even up to five times that mentioned in the regulations.

All inflammables and those liquid chemicals which have noxious or unpleasant fumes, should be stored in a locked metal cupboard open to air, with at least one hour's fire resistance, ie the cupboard should have a strong lock and be kept outside the laboratory building. This goes for storing acids and alkalis too.

Another danger to pupils and especially to technicians is the lack of adequate fume cupboards (lack of sufficient numbers not particularly design), which frequently forces dilutions and experiments to be carried out on open benches, where fumes and dusts are inhaled by the operator.

Laboratories usually have only one or two fume cupboards, some indeed, especially biological ones, having none. One or two fume cupboards is not enough for a whole class, and prep rooms very rarely have any fume cupboards at all. This means that when making up solutions the technician has to wait until a laboratory is empty and use a fume cupboard there, thus having to carry everything in and out or put up with the fumes in their prep room, usually unprovided with fume masks, or extractor fans.

Another aspect of safety regarding fumes is the danger of fire, explosions and spontaneous ignition, some chemicals can and do ignite when they reach certain often fairly low temperatures, and the placing of heaters and radiators should be very carefully considered. There is also the frightening chance of ignition when two or more gases mix.

Often inadequate and sometimes non-existant fire fighting equipment are provided, and in many biology laboratories none at all. Prep rooms and store rooms also often have no extinguishers or fire blankets and many laboratories and prep rooms have no first aid kit, despite recommendations by the Department of Education and Science.

The keeping of animals, necessary for modern biology, is also unsafe in many schools, where they are kept in teaching rooms instead of a properly built and maintained animal room. There must be many neurotic hamsters and guinea pigs in the country's schools, due to constant noise and disturbance. Animals are often sent home with children for the holidays which is also against regulations.

Therefore, some sort of system should be provided, whereby practising teachers and those undergoing training, as well as all technicians and assistants can be taught the current regulations and laws including the health and safety at work Act (which is sometimes considered not to apply to schools) and trained in safe laboratory practice. Perhaps short courses could be provided at colleges and universities and all staff involved in practical studies required to obtain a certificate in safety, with updating courses every two or three years.

More inspectors should be appointed to make sure our schools are safe for the children and the employees who work in them. It is obvious that inspectors are in short supply, as many schools have not been inspected for years.

Because there are not many reported accidents the fact that "it has been all right up to now" and "we have always done things – stored things that way, with no trouble" should not mean that it is right or induce complacency. After all one bad explosion or accidental fire could conceivably kill a whole school.

Mrs Linda Kelly has been a laboratory technician in both state and independent schools for many years.



It is against the regulations to send animals home with pupils in the holidays

For Africa

Basic Secondary Science. By B Nicholl and A H Sloss. Student's Book 1 £2.63. 0 237 50527 4. Teacher's Book 1 £5.80. 50529 0. Evans.

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The book gives an impression of serious honest earnest endeavour rather than of genuine excitement, but in the hands of a good teacher it could provide the basis of an excellent course.

The style is clearly geared specifically for the West African market. household filtration equipment is described, the biological keys relate to birds and insects indigenous to Nigeria. These volumes are therefore a most impressive contribution to education in Nigeria.

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Mixing and matching

Science and the sixth-form college – the problems of transfer by Chris and Pat Mason

Despite a general contraction in education, sixth form colleges have proliferated and grown steadily in size over the past 10 years. The reasons are not hard to find. They offer a solution to the problem of small sixth forms which are a consequence of the formation of the smaller comprehensive school, and are therefore attractive on economic, social and perhaps even political grounds.

Staff in colleges are enthusiastic advocates of the system, being convinced that it bridges the gap between school and work or higher education, allowing students to develop in a more adult and yet supportive environment.



The sixth form college appears to have been somewhat neglected by educationists and even by journals/newspapers, except perhaps to note their impressive results in public examinations compared with other institutions. Yet they are a new breed among educational establishments, facing a novel set of problems, accentuated by the rapid changes in society for the 16–18 age group – unemployment, YTS, CEE, "Busis for Choice", the "New Sixth-Former", etc. Each institution is attempting to come to terms with these problems and to produce solutions.

Perhaps the greatest difficulty in planning is matching the resources of the college to the needs of the students when they arrive in September. Students are interviewed prior to admissions, offered places irrespective of results, and indicate the course they would like to follow.

Many students make multiple applications, or find employment before coming to college, so that the "drop-out" rate can be high. Furthermore, substantial numbers fail to achieve the necessary grades and have to opt for alternative (usually lower level) courses. Sixty applicants for an A level course could produce 25 to 70 students in September, and the college must be able to accommodate either scenario.

There is no clear pattern, but, with experience, reasonable estimates and strategies to meet all contingencies can be made. For sub-A level courses, the numbers of students depends greatly on outside factors, such as the employment situation, and, this year, the effect of the Youth Training Scheme, so predictions are difficult. If there were an unexpected increase in numbers of students at the start of the year, the colleges would not necessarily be able to gain extra staff.

For students in an all-through school, choosing A levels is relatively straightforward, often being no more than a natural continuation. At a college, the process is more involved. This has the advantage that students are forced to seriously assess their future. They are encouraged to attend an open day, being able to discuss subjects with college staff, and to gain first-hand impression from current students.

Having discussed choices with staff and careers teachers at school, students complete the college application form. References are sent to the college, the majority being very thoroughly produced, but some contain only a few generalized comments with little specific reference from subject staff on suitability for the course, or the soundness of the subject grouping.

Students, very often with their parents, are interviewed at the college by a senior member of staff, who may have little scientific background. Heads of science departments need to brief the interviewers on the importance of sensible groupings of science subjects at A and O levels, thereby producing a mutually supportive combination and keeping as many options open as possible. A course such as A level biology, physics and art can still occur, but students would be asked to reconsider their choice in view of the limited numbers of options for the future that this can give.

Many local schools set a limit of two sciences at O/CSE level, so that a crucial decision has to be made at 13, a difficult choice for the future scientist, especially one with biological leanings. Colleges may try to assist their school colleagues by offering guidance to pupils (and staff) at this crucial time. The general guideline is that chemistry is the least "good" first choice, but is probably the best "second" science choice. The college must be prepared to take these students for three A levels, even if they have not, because of the policy of their school, taken the subject at O level.

Potential graduate biologists and medics, etc, face the most difficult choice of A levels. Chemistry is essential, but should they take maths or physics? The situation is complicated by the policy of some colleges that A level physicists must take a one year maths course (A/O level perhaps), so that they (effectively) take four A levels for the first year.

A better option is to run a maths course geared to the needs of physics, even though this may pose staffing difficulties. The problem of which A levels to take would be solved if physical science A level were offered, allowing the combination of Maths, physical science and biology, but it is difficult to find one teacher capable of covering the entire syllabus, and splitting a genuinely integrated course is undesirable.

Lack of enthusiasm by HE makes colleges reluctant to embark on this scheme, but the case for a resurgence of this option is increasing as many schools are moving towards physical science, and biological science at O levels.

Sixth form colleges are sufficiently large to offer a range of alternative A levels – geology, computer science, electronic systems, for example and this makes the choice considerably more difficult. Senior staff find it difficult to persuade the "computer enthusiast" that double maths and physics A levels is a sounder, more open-ended option than maths, electronic systems and computer science.

Many students are unable to reduce their choice to three A level subjects, and they may be encouraged to start four allowing them to make an informed choice by dropping one at a later stage. This can be a useful ploy for students who have been "turned off" a subject at their previous school and are reluctant to make a total commitment even though it should be taken. Starting four A levels can resolve the dilemma in such a way that the student is not disadvantaged.

Another problem for the sixth form colleges is the heterogeneous nature of the teaching groups. Colleges usually set a minimum entry requirement of four O levels for A level courses, but a teaching group may have a very mixed background, from four grade C O levels up to 11 grade As; some will have followed CSE courses, others will not have studied the subject for two years. Over half a set may have come from independent schools, so that six or so examining boards may have been followed from traditional to Nuffield. Staff keep close liaison with local state schools, so that the problems are reduced, but there is still a vast range of backgrounds, some students having virtually no practical experience, and few areas of the syllabus can be guaranteed to have been covered. Until a common core is agreed, this problem will persist.

Staff need sensitivity, skill and experience to tackle this diversity, a totally new situation for some staff whose previous experience was often limited to an all-through grammar school. Treading a middle path between a too simplistic approach, assuming no prior knowledge, with the danger of being dull and tedious, or a too advanced approach, with too many assumptions, and consequent loss of confidence of the students is difficult even for talented staff.

In the view of the variety of previous teaching styles, from pure dictation upwards, the integration of a study skills course within the subject is highly desirable, so that all students develop skills of revision, note taking, essay writing, etc, leading to a more enlightened individualized style of learning, making use of a wide variety of teaching methods (CAL, tape, slide, etc) thereby standing students in good stead for HE. However, it is not sufficient to run a course at the start of the year. The idea of study skills must be followed-up, utilized, and built-on throughout the course.

There is need for improvement in this area, particularly a need for a greater awareness of what other tutor groups are attempting, so that a coherent pattern is apparent to the students. Indeed, we would argue that study skills should be an integral part of college policy. When colleges were set up, extensive in-service training courses were held, but other pressures prevent extensive subsequent training. Few new staff have received specific training from Education Institutions, so that a thorough induction programme is needed. Some l.e.a.s organize in-service training days where staff from different colleges can meet on an academic or pastoral basis.

Sixth form colleges are still "feeling their way", responding to the demands imposed on them by society. A current problem is to provide course for non-O level students. CEE courses were aimed at the right level, but are becoming less attractive because of the lack of national validation. An increasing viable alternative is the City and Guilds course Scheme 365 – "Course in Vocational Preparation", which many science departments will have input into. Colleges are running it for the first time next year, and it will be some time for the "teething problems" to be overcome.

Staff at sixth form colleges are often considered to have a soft option, but there is no doubt that the constantly changing sub-O level courses, the large sets (some A level sets having, of necessity, over 20), the short time of the course (O level syllabuses have to be completed in 2½ terms) with students having a very wide range of ability and background, pose particular problems for the tutors.



These may be compounded as they usually coincide with an often quite difficult period of adjustment for the students, especially those from boarding schools, crammers or some comprehensives. To deal with this, a strong pastoral system is essential and it is vital that all staff are sensitive to the students' need to adjust quickly, so that the transfer to the more liberal, more self-disciplined atmosphere is accomplished easily.

Certainly, the first few weeks are crucial; staff need to maintain interest and confidence, building a solid foundation on the natural curiosity and enthusiasm of the students for science. It presents a challenge, but, if solved, is extremely satisfying and rewarding for both students and staff.

Dr Chris Mason is a senior tutor at Strode's College, Surrey, having responsibility for admissions, etc as well as teaching in the Science Department. Dr Pat Mason has taught chemistry at Strode's.

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Concrete evidence

Science and technology in a rural primary school described by Eileen Chadwick



My task as a peripatetic teacher visiting a group of small rural primary schools joined together in a federation, is to enrich the curriculum. Smaller schools are believed to be vulnerable to a narrower curriculum than thought desirable because the pool of specialist knowledge available to larger schools employing more teachers is denied them. My work is mainly devoted to the teaching of science and the propogation of ideas. Recently, a new and fascinating dimension has been added to my science teaching – that of technology.

Some teachers may feel that primary technology is yet another bandwagon and that good primary science has always included a technological awareness. The technological approach as I now know it *is* different. It is a particularly exciting innovation for primary schools since it is a strategy for problem solving which has an inbuilt formula which enables teachers to structure the curriculum and yet allow for plenty of open ended thinking. This has not always been easy to attain at any level of science teaching yet this approach takes care of this problem very neatly. The project described here is but one example of the use of this strategy. In this case, concrete was the medium we worked with.

Don Creasy, of the Cement and Concrete Association's Training Division and I worked with fourth year primary children from St Mark's C of E Primary School, Cold Ash, near Newbury. Their initial objective was simply to make something in concrete. The children were given the initiative from the very beginning after I had briefed them on the six-point plan of the technological strategy which is:

What is the need; what are the problems; how can we solve the problems, final design and making something and testing the finished article(s). The overview gave them an introduction to the order in which they might proceed (this need not be linear).

The children first of all thought of articles they would like to make. At this stage I introduced them to brainstorming, a technique for stimulating divergent thinking. Wild and impractical ideas were encouraged but in the end they settled upon a concrete chesstable and seats.

The children were never given a recipe to follow but solved the problems as they went along, although the Cement and Concrete Association's Training Division gave us plenty of written material to start with as well as putting expert advice and practical help at our disposal when it was required. We are indebted to Don Creasy for his enthusiasm, guidance and aid. The children couldn't wait to come to grips with their building medium and we found the C&CA's work cards covering simple experiments on topics such as different mixes of concrete, reinforcement, drying conditions as well as force effects on concrete, absolutely fascinating and easy to follow.

Children with different past experiences and abilities all gained at their own level. For some the practical weighing of the same mass of cement, sand and gravel and observing differences in volume was illuminating. Others, at a more advanced stage of thinking, constantly offered hypotheses they wanted to test by further experiment. The children were obviously very stimulated and a whole term's work could have stemmed from this aspect alone.

Once the children had solved the basic problems of using concrete as a material, they began to think out the design of the end project. By now they had naturally formed themselves into working groups. One group determined the best height for the table and seats by designing and carrying out an experiment to discover the height at which children of different ages felt most comfortable when sitting.

Another group calculated the area and volume of the table top, produced an accurate life size drawing showing exact positions of white and black squares and borders and then nailed together the mould using old pieces of wood.

A third group came up with the idea of making open topped triangular boxes for the seat moulds. Others worked on the design, mixes and moulds for chess pieces whilst yet another entrepreneurial group begged a wide cylindrical cardboard container from the head teacher to form the mould for the table support.

Innumerable other problems arose and were solved – how to compact the concrete; how to reinforce it; how to mark the chess squares; transporting the final items; etc. The finished project, presented delightedly by the children as their leaving present to the school, now stands proudly in the grounds. The proof of the pudding is in the eating though. One weekend Mrs Davies, the head teacher, noticed some workmen sitting around the table using stones and twigs for their game of draughts!

Eileen Chadwick is a peripatetic teacher working in the Kennet and Theale Federation of small schools in West Berkshire. Other teachers wishing to undertake projects using concrete can obtain work cards, suitable for upper juniors and lower secondary children, as well as other written material, expert advice and films from the Cement and Concrete Association, Conference and Training Centre, Fulmer Grange, Fulmer, Slough SL2 4QS.

"Starting from a walk"

Report by Gillian Thomas

The green fields of Northamptonshire are dramatically different from the Sahara, but what common approach could children apply to the study of them? This challenge was put to Ron Wilson, head of Everdon Field Centre in Northamptonshire, by the World-wide Education Service for its environmental science course.

An educational charity, the WES is part of the Parents' National Educational Union and provides teaching material for British children living abroad, either for use at home or in the schools it has set up in British communities.

Given this wide brief, Mr Wilson has created "Starting from a Walk". It is an A4 loose-leaf folder with notes on what to do during a walk together with a series of assignments for children to carry out afterwards. These are simple experiments like recording cloud cover, germinating seeds and testing the senses, all aimed at fostering an understanding of the environment.

Although the material was designed primarily for the WES's own purposes, it has decided, for the first time, to sell it as well for use by non-specialist primary teachers tackling science.

In using a walk as his starting point, Mr Wilson deliberately drew inspiration from Charlotte Mason, whose radical ideas on teaching during the last century led to the PNEU's formation.

A strong believer in the value of environmental studies, regular nature walks were a feature of her teaching methods. So, working with the WES team involved in curriculum development, it seemed to Mr Wilson both timely and practical to exploit her concepts.

Whatever the surroundings – town, country or even the Sahara – he recommends a weekly outing as the basis for some form of scientific study. On a circular chart he poses questions on what the child might look out for each time, such as the animals, plants and weather and also how a person's own five senses are used.

"The material had to be relevant world-wide, so I chose the body as a central resource since it is the only constant feature on every walk, whatever the surroundings," he explains.

Notes on the basic techniques of information gathering and record keeping are followed by assignments as a means of extending the information culled during the walk. They are in no particular order since the aim is to provide children with simple experiments related to whatever caught their interest. Mothers using them to teach their children at home will have enough to keep going for about two years.

The projects, which are extremely varied, can be carried out at different levels, depending on the child's age, ability and interests and most importantly, are designed to be adaptable to any environment.

Significantly, nearly half relate to the body, like height and weight charts, measuring reaction times, experiments with colours, tasting and smelling or comparing fingerprints. Many introduce basic scientific techniques such as using a microscope, keeping accurate records and examining leaf litter.

Each sheet is presented like a recipe, and being loose-leaved, can easily be removed from the folder during use. There is a clear list of "ingredients"; the majority should be readily to hand but a few more specialist items are included such as a hand lens, sand paper and measuring jugs. Then comes a straightforward "method" and the points to ponder on thinking about afterwards.

"I purposely do not hint at the results of experiments since I feel this would defeat the 'discovery approach,'" points out Mr Wilson. "The aim is to encourage both the child and teacher to look critically at what they have been doing together."

As a compact source of simple scientific topics, the folder is as relevant to class teachers as to mothers grappling with the subject at home. Moreover being a do-it-yourself guide rather than a text book, it should make every walk more interesting whether a five-mile hike or just to post a letter.

Starting from a Walk, published by the World-Wide Education Service, Strode House, 44-50 Osnaburgh Street, London NW1 3NN, £5 (plus postage).

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PRIMARY EDUCATION

continued

HAMPSHIRE

ST. JOHN'S C.E. (AIDED) PRIMARY SCHOOL
Grove Road, Gosport, Hants PO12 4JH
N.O.R. 460
Required 11th April 1983, TEACHER – SCALE 3 – responsibility for Infants Area. Candidates should be in sympathy with the aims of a church school.
Send s.a.e. to Head for details. (57527) 110020

LEICESTERSHIRE

HOLY CROSS R.C. PRIMARY SCHOOL
Stonesby Avenue, Leicester

SCALE 2/3

Required August, experienced teacher to take responsibility for Boy's Games and Mathematics or Science/Environmental Studies. Willing to take a full part in the life of the School, in staff development, leading staff in devising a syllabus for their particular areas of the curriculum and developing extra curricular activities.

Further details available from the Head (SAE).

Apply by letter to the Head, giving qualifications, experience and any other relevant information. Closing date April 15th. (65982) 110020

LEICESTER

HOLY CROSS R.C.SCHOOL
STONESBY AVENUE
LEICESTER LE2 6TY
Experienced teacher required for August 1983 Scale 2 with possibility of a Scale 3. Responsibility for Boys' Games and Mathematics or Science/Environmental Studies. Willing to take a full part in the life of the school, in staff development, leading staff in devising a syllabus for their particular areas of the curriculum and developing extra curricular activities.
Apply by letter to the Head, giving qualifications experience and any other information which you consider might help your application.
Applications to be in by Friday, April 15th.
Further information about the school available on request (S.A.E. please). (65982) 110020

LINCOLNSHIRE

SPILSBY COUNTY PRIMARY SCHOOL
Halton Road, Spilsby, Lincs PE23 5LA

Group 4 Roll 170

Required for September an enthusiastic, talented, hard working teacher. Ability in specific areas of curriculum, music a distinct advantage. Able to accept responsibility. Scale 2 post may be available for suitably experienced applicant. Closing date 1st April 1983.

S.A.E. to Head for form and details. (65988) 110020

MINISTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

A Scale 2 teacher of Music is required at Heide Primary (Group 5) School in Fallingbostel, West Germany. The successful candidate will be expected to maintain music guidelines, organise and order the resources necessary to fulfil this function, coordinate and advise the staff with regard to music and organise all musical performances.

Closing date for receipt of applications is 1 April 1983.

Requests for application forms should be made on a postcard or by telephone, quoting E9/A, before 4.30 pm to: Service Children's Education Authority MOD/3/41, Teacher Appointments Section, IAE, Court Road, Eltham, London SE9 5NR. Tel: 01-859 2112, Ext. 221 or 238. (65776) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
TOLLGATE INFANT SCHOOL
Barclay Road, London E13 8SA
Head Teacher: Mrs. S.M. Passbind
Number on Roll: 60 part-time pupils, 90 part-time places under consideration
NURSERY TEACHER
Scale 2
Required APRIL 1983/as soon as possible, thereafter. Teacher required for this well-established Nursery Class, who would take responsibility for home liaison and pre-school visiting. Visits welcomed (Tel: 01-474 6816). LONDON ALLOWANCE.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 29th March 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (57576) 110020

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
HENRY MAYNARD JUNIOR SCHOOL
Addison Road, London E17
Head Teacher: Mr. G. Finlay
Required for September 1983. No. on roll 430. An enthusiastic and experienced teacher to be responsible, in addition to general class teaching, for MUSIC throughout this open plan school. Scale 2 plus Outer London and Social Priority Allowance.
Application form and further details available on receipt of an s.a.e. from the Head Teacher.
Ref. No. P31/88.
Closing date: 1st April 1983. (61789) 110020

SOLIHULL

SAINT MARTIN'S
Solihull

Independent Public Day School for Girls
Headmistress: Mrs. H.P. Roxborough, B.Ed. Hons

Head of Lower School – Scale 2
(Pupils aged 8 – 11 years)

Required for September, 1983.

Applications for the above post are invited from well qualified and experienced men and women teachers.

Drive, enthusiasm and imagination are needed for this important post in an independent girls school which has a future in which development and expansion are planned.

Application forms and further details are available from the Secretary (please enclose a stamped addressed envelope). Completed forms should be returned by April 5th 1983. (Revised date).

Saint Martin's, 39 Station Road, Solihull B91 3RU. (65959) 110020

TAMESIDE

METROPOLITAN BOROUGH
DUKINFIELD
LYNDHURST COUNTY PRIMARY SCHOOL

ASSISTANT TEACHER

Scale 3

Applications are invited from suitably qualified and experienced teachers for the post of Assistant Teacher Scale 3 – Juniors, with responsibility for Community involvement within an expanding community School.

Application forms and further details available from and returnable to The Director of Education, Teachers' Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne OL6 6DL.

Closing date 31st March, 1983.

Ref: TE 2256/TBS. (58023) 110020

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL

SANDBROOK PRIMARY SCHOOL
Stavordale Road, Morton, Wirral, Merseyside

Group 6 – 360 on roll

REQUIRED FOR 1st SEPTEMBER, 1983 SCALE 2 (Plus S.P.A.) CO-ORDINATOR responsible for COMPUTERS and RESOURCES. An experienced and enthusiastic teacher required who can motivate others; should be capable of teaching within the junior age range.

Application form and further details available from the Headmaster at the school (foolscap S.A.E.).

Closing date 14th April, 1983. (65323) 110020

Scale 1 Posts

BRENT

(LONDON BOROUGH OF BRENT)
WEMBLEY MANOR INFANTS SCHOOL
East Lane, Wembley HA9 7NW
(Roll 205)
Required for Summer Term only – PART-TIME (0.5) TEACHER to help with Language Work in the school (Scale 1).
London Allowance of £939 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (65923) 110022

BRENT

LONDON BOROUGH OF BRENT
WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley HA9 7NW
Required from 25th April. TEACHER for second year Junior Class (Scale 1). Ability to teach Science an advantage. To cover Maternity Leave.
London Allowance of £939 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (57751) 110022

CUMBRIA

COUNTY COUNCIL
DEAN C OF E PRIMARY SCHOOL
Dean, Workington
(aided mixed 4 – 11 years 57 on roll)
Required for 1 September 1983 a full-time Assistant Teacher of Infants. Scale 1.
Application forms and further details from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, Cumbria CA28 7BG (s.a.e. please). Completed forms to be returned to Reverend P Woodhouse, The Rectory, Dean, Workington, Cumbria CA14 4TH by 11 April, 1983. (65862) 110022

EALING

LONDON BOROUGH OF EALING
EDUCATION SERVICE
DURDANS PARK FIRST SCHOOL
King George's Drive
Southall, Middlesex
Teacher required for April, 1983 or as soon as possible, to teach initially in the Nursery Unit. The school was opened in January 1976 and serves multi-ethnic catchment area. Co-operative teaching situation.
Scale 1 plus Inner London Allowance.
Application forms from the Headteacher at the School (SAE) to be returned by 31st March 1983. (57841) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. GEORGE'S R.C. SCHOOL
Gordon Road, Enfield, Middx
Roll 345
Required for September 1983, a qualified class teacher. Ability to organize GIRLS' GAMES would be an advantage.
A Scale 2 post is available for a suitably experienced candidate.
London Allowance £615.
Application forms (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XQ. Completed forms to be returned to the Clerk to the Governors at the School. (65939) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(8 form entry Mixed Comprehensive)
Roll 1,300
Required June or September 1983, until possibly December, MATHEMATICS teacher for the Lower School (1st, 2nd and 3rd years). A combination of S.M.P., S.M.I.L.E. and other suitable materials are used in this thriving department.
This post is temporary covering maternity leave and may suit a Junior or Junior/Secondary trained teacher. Substantial allowances in addition to Scale 1 post.
London Allowance, £615.
Please apply by letter, with two referees to the Headmaster at the school, as soon as possible. (65942) 110022

ESSEX

ST. TERESA'S R.C. PRIMARY (AIDED) SCHOOL
(Roll 200)
Clairmont Road, Colchester
Tel: Colchester 74143
RECEPTION CLASS TEACHER Scale 1/2
Required September. Practising Catholic preferred. Scale 1 post but Scale 2 available for suitable candidate offering Music and/or responsibility for Infant Department.
Application forms from Headmaster (foolscap s.a.e. please). (65995) 110022

ESSEX

RIVERSIDE COUNTY JUNIOR SCHOOL
(Roll 483)
Ferry Road, Hullbridge
Tel: Southend 230911
DEPUTY HEAD Group 7
RE-ADVERTISEMENT
Challenging, exciting post. Centre interest post. Rural environment. Opportunity advancement – Headship. High calibre applicants please. Vacancy due to retirement. Previous applicants reconsidered. Closing date: 15th April.
Form and details from Area Education Officer, Brooklands, Hockley Road, Rayleigh SS6 8BE (foolscap s.a.e. please).

ST. MARY'S C OF E PRIMARY SCHOOL
(Roll 249)
St. John's Road, Stansted CM24 8JP
Tel: (0279) 812219
DEPUTY HEADTEACHER
Required September 1983, experienced, enthusiastic Teacher for post of Deputy Headteacher to take responsibility for Games/P.E. and one other area of the curriculum. Applicants should be sympathetic towards the aims and ideal of a Church School. Closing date: 8th April 1983.
Application forms and further particulars available from the Area Education Office, Crossman House, Station Approach, Braintree, Essex. Tel: Braintree 45773.

ST. GEORGE'S INFANTS SCHOOL
(Roll 216, including Nursery class of 25)
Barrington Road, Colchester
Tel: Colchester 78080
DEPUTY HEAD Group 4
Required September 1983, enthusiastic Teacher for team/class teaching situation in semi-open plan school (Plan 1st an advantage). Closing date: 30th March 1983.
Application forms and further details from Area Education Office, Park Road, Colchester, Essex (foolscap s.a.e. please). (57792) 110022

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HADE EDGE J & I SCHOOL
Greave Road, Hade Edge, Huddersfield HD7 1RT
Ref: 117
Required for Summer Term 1983, a temporary teacher of Infants, SCALE 1. The successful applicant will have had experience of teaching the whole infant age range, the ability to assist in the music being an added advantage.
Application forms (s.a.f.c. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice in the press. (57607) 110022

LINCOLNSHIRE

CAISTOR JOINT CE/METHODIST PRIMARY SCHOOL
South Dale, Caistor, Lincoln LN7 6LY

Group 5 Roll 303

Experienced teacher required for the reception class of this Infant/Junior school. The Infant department currently has three classes. A sound knowledge of the teaching of early skills in mathematics and language development is essential, some music is desirable. Scale 1.

S.a.e. to Head for form and details. Closing date 1st April 1983. (65989) 110022

LINCOLNSHIRE

HOLTON LE CLAY COUNTY JUNIOR SCHOOL
Holton le Clay, Grimsby, S. Humberside DN36 5AQ

Group 4, Roll 250

Required for September 1983 an enthusiastic teacher to be responsible for a class of lower juniors and to be responsible for boys' games throughout the school. Experience desirable but keenness and willingness to give liberally of out of school time more important. Modern, well equipped school with good catchment area with easy access to Grimsby, Louth and Cleethorpes. Scale 1.

Sae to Head for form and details. Closing date 1st April 1983. (65991) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MALMESBURY PRIMARY SCHOOL
Malmesbury Road, Morden, Surrey SM4 6HG.
HEAD TEACHER: Mrs. L. M. Bennett.
Tel: 01-648 1755
Age Range: 5 – 8 years.
No on Roll: 116.
Required for the Summer Term 1983 a Scale One temporary teacher (secondment cover) for the 7 – 9 age range.
London Allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (54333) 110022

MINSTRY OF DEFENCE

SERVICE CHILDREN'S EDUCATION AUTHORITY

Scale 1 Primary teachers, particularly in the Infant Age range, are required to fill vacancies in Service Schools in North West Europe, Gibraltar, Cyprus and Hong Kong.

Closing date for receipt of applications is 1 April 1983.

Requests for application forms should be made on a postcard or by telephone, quoting W2/A, before 4.30 pm to: Service Children's Education Authority MOD/3/42, Teacher Appointment Section, IAE Court Road, Eltham, London SE9 5NR. Tel: 01-859 2112, Ext. 221 or 238. (65777) 110022

NEWHAM

LONDON BOROUGH OF NEWHAM
TEACHER OF ENGLISH AS A SECOND LANGUAGE IN PRIMARY SCHOOL
Scale 3
Required September 1983 or as soon as possible.
Teacher of ESL who holds a recognised qualification (RSA certificate or Diploma) and with experience of infant and nursery teaching to fill a vacancy on the centre based team.
Duties will involve teaching groups of primary children mainly of Asian origin on a peripatetic basis, assisting with in-service courses and working with other members of the team to produce materials for language learning. This is a senior post in a small centre-based team which leads a large team of about 40 ESL teachers in primary schools.
London Allowance: £939.
Application forms (s.a.e. please) available from The Director of Education, to whom completed forms should be returned by 29th March 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (57575) 110022

PETERBOROUGH

WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JP

Required in September 1983, a resident Assistant Housemistress, preferably with primary teaching qualifications or middle school general subjects. Salary Burnham Scale for teaching applicant.

Please apply in writing to the Headmistress with a full c.v. and names of two referees. (54306) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

SACRED HEART R.C. JM/I SCHOOL
St. Mark's Road, Teddington TW11 9DD

Tel: 01-977 6381

Scale 1 unestablished teacher required for summer term only to work with top junior class. In letter of application please give details of experience and expertise.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 25th March 1983. (65959) 110022

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

SHEEN MOUNT JM/I SCHOOL
West Temple Sheen, London SW14 7RT

Required for summer term only an unestablished full-time teacher for a class of 5 and 6 year olds. The teacher appointed will be expected to have a lively approach to the boys and girls and to further the good general progress they are making.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QR, returnable to the Headmaster at the school by 25th March. (57591) 110022

STAFFORDSHIRE

NEWCASTLE-UNDER-LYME SCHOOL
Preparatory Department. Junior School teacher required. See Display under Preparatory Schools. (57651) 110022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
ROGER ASCHAM JUNIOR SCHOOL
Billet Road, Walthamstow, London E17
Head Teacher: Mr. A.K. Robinson
Required from 16th May 1983.
A Teacher for a Fourth/Third Year Junior Class, Scale 1 plus Outer London Allowance. This is a temporary appointment to cover maternity leave.
Application form and further details available on receipt of an s.a.e. from the Head Teacher.
Ref. No. P44/89.
Closing date: 1st April 1983. (57725) 110022

Middle School Education

Headships

HAMPSHIRE

HOLBURY MIDDLE SCHOOL
Whitefield Road, Holbury, Southampton
N.O.R. 382 approx.
HEADTEACHER Group 6 School
Required September 1983. Salary Scale currently £11,682 – £12,858.
Full details and application forms from Area Education Officer, Cannon Street, Lymington. Tel: Lymington 77911.
Closing date 25th March 1983. (55201) 120010

HAMPSHIRE

SOUTH EAST AREA
PURBROOK MIDDLE SCHOOL
Aldermoor Road East, Purbrook, Portsmouth
Applications are invited for the post of HEADTEACHER of this Group 6 (8 – 12) Middle School with effect from 1st September, 1983.
Apply to Area Education Officer, 56a East Street, Havant PO9 1BT for further details and application form (please enclose s.a.e.) Closing date: 8th April, 1983. (57783) 120010

NORTHAMPTONSHIRE

NORTHAMPTON ST. MARY'S R.C. MIDDLE SCHOOL
Orange Road, Northampton NN3 2AX

HEADTEACHER (Group VI)

Applications are invited from suitably experienced and practising Catholic teachers for the Headship of St. Mary's R.C. Middle School, with effect from 1st September, 1983.

St. Mary's is an aided Roman Catholic Middle School, with an age range of 9 – 13 and 465 pupils on roll, currently.

Further details and application form available from The County Education Officer (Ref D.L.) Northampton House, Northampton NN1 2HX.

Closing date fourteen days after the appearance of this advertisement. (57898) 120010

Deputy Headships Second Masters/Mistresses

NORFOLK

WROUGHTON MIDDLE SCHOOL
Burgh Road, Gorleston, Gt. Yarmouth

Group 5 (age range 8 – 12)

DEPUTY HEAD REQUIRED FOR SEPTEMBER, 1983.

Closing date 1st April 1983.

Application forms and further details obtainable from Area Education Officer, 22 Euston Road, Gt. Yarmouth NR30 1DZ on receipt of S.A.E. (58016) 120012

By Subject Classification

Home Economics

Scale 1 Posts

SUFFOLK

PAKEFIELD MIDDLE SCHOOL
Kilbourn Road, Lowestoft
(Roll 360: 9 – 13)
Required for September 1983 or as soon as possible thereafter Teacher of HOME ECONOMICS and TEXTILES, Scale 1, to join a team of teachers specialising in the teaching of practical subjects and to be responsible for the teaching of HOME ECONOMICS and TEXTILES throughout the school. Applicants should be able to offer a second subject preferably, but not essentially, Games.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (19667) 123022

Humanities

Scale 2 Posts and above

KENT

RED HILL SCHOOL
East Sutton, Nr. Maidstone.
(0622 843104)
Requires a teacher to teach core curriculum to classes of intelligent, maladjusted boys aged 11 – 13 and to manage a curriculum development with the junior section of the school. A specialism in English or History would be an advantage. Extraneous duties will be necessary. The salary will be Scale IIs or IIIs according to qualifications and experience. The appointment could include accommodation and combine residential care work with reduced teaching load. Two appointments could be made and might appeal to a married couple.
Details from the Headmaster. (19614) 123220

Mathematics

Heads of Department

SUFFOLK

ELM TREE MIDDLE SCHOOL
Ranworth Avenue, Lowestoft NR33 9HQ
(Roll 530: 10 – 13)
Head of Mathematics, Scale 2 required for September, 1983, or earlier if possible, for this purpose design Middle School.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (19668) 123418

Ealing
London Borough

Energetic and Versatile

HEADTEACHER

Required for Betham's CE Middle School, Oldfield Lane South, Greenford UB6 9JU, in the London Borough of Ealing. This 8–12 age range middle school enjoys strong parental support and active community links and close liaison with Holy Cross Parish Church.

Group 4 salary plus £939 London Weighting.

Assistance with removal expenses may be payable.

Application forms (SAE) and further details from Reverend Neil Richardson, The Rectory, Oldfield Lane, Greenford, Middlesex UB6 9JS to be returned by 31 March.

MATHS HEADS OF DEPARTMENT
continued

Scale 1 Posts

NORTHAMPTONSHIRE

NORTHAMPTON ST. MARY'S MIDDLE SCHOOL
Grange Road, Northampton NN3 2AX

Required for SEPTEMBER 1983, a teacher (Scale 1) to assist with MATHEMATICS AND SCIENCE. Ability to offer other subjects, including Religious Education, an advantage.

Details and form from the Headmaster (SAE please) to whom applications should be returned as soon as possible. (57821) 123422

Pastoral

Heads of Department

WILTSHIRE

WILTON C.E. CONTROLLED MIDDLE SCHOOL
The Hollows, Wilton, Salisbury
Group 7, 9 - 13 years
Required for September SCALE 2 HEAD OF FIRST YEAR.
Applications to the Headmaster by letter in the first instance, giving full details of background and experience. (65885) 124018

WILTSHIRE

WILTON C.E. Controlled MIDDLE SCHOOL
The Hollows, Wilton, Salisbury
Group 7, 9 - 13 Years.
Required for September SCALE 3 HEAD OF THIRD YEAR with responsibility for HUMANITIES throughout the school.
Applications to the Headmaster by letter in the first instance, giving full details of background and experience. (65884) 124016

SHROPSHIRE EDUCATION COMMITTEE
NEWPORT GIRLS' HIGH SCHOOL

HEADSHIP
GROUP 7
N.O.R.: 244

The Headship of this Group 7 Girls' Grammar School will become vacant at the beginning of the Autumn Term 1983.

Application forms and further particulars (send s.a.e.) from:

J. Boyers, B.A.,
County Education Officer,
Education Department,
Shirehall, Abbey Foregate,
Shrewsbury SY2 6ND

to whom they should be returned by Thursday, 31 March, 1983.

Shropshire County Council

NORTH YORKSHIRE COUNTY COUNCIL

STOKESLEY SCHOOL (GROUP 12)

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this 11–18 mixed comprehensive school with 1,300 pupils on roll, including about 180 in the Sixth Form. The post is available from 1 September 1983. The school serves Stokesley/Great Ayton and the surrounding rural areas, part of which lies within the North Yorks Moors National Park.

Application forms and further details are available on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton DL7 8AE, to whom completed forms should be returned by 28 March 1983.

Gatershead Metropolitan Borough Council
DEPARTMENT OF EDUCATION

Applications are invited for the post of

Head Teacher

HOOKERGATE COMPREHENSIVE SCHOOL

The Headship of this 11–18 school (Group 11) with 860 pupils on roll will become vacant on 1st September, 1983 following the retirement of the present post holder.

Further details and application forms (large s.a.e please) are available from:

The Director of Education,
Education Office,
Prince Consort Road South,
Gateshead, NE8 4LP.
Closing date 8th April, 1983.

Physical Education

Scale 1 Posts

WILTSHIRE

WILTON C.E. CONTROLLED MIDDLE SCHOOL
The Hollows, Wilton, Salisbury.
Group 7 9 - 13 years.
Required for September a Teacher of GIRLS P.E. and GAMES. The successful applicant will work as a member of a year team in the upper part of the school.
Applications to the Headmaster by letter in the first instance, giving full details of background and experience and other subjects offered. (65883) 124222

Technical Studies

Scale 1 Posts

BEDFORDSHIRE

NORTHER AREA
WOODLAND MIDDLE SCHOOL
Steppingley Road, Flitwick, Beds
Headmaster: Mr G.H. Clarke
Tel: Flitwick 713700
9 - 13 Mixed Middle School, 622 on roll
Required for Easter 1983, a TEACHER OF DESIGN TECHNOLOGY to develop this challenging area of the curriculum in this purpose-built middle school. Scale 1.
Applicants should be able to offer a second subject.
Application forms and further details from the Headmaster, sae please. (19652) 125422

Other than by Subject Classification

Scale 2 Posts and above

EALING

LONDON BOROUGH OF EALING
LOWER BOSTON ROAD TUTORIAL CENTRE
W.7
Required for September, or as soon as possible, ASSISTANT TEACHER, Scale 2.
For further details see under Special Education, Scale 2 column. (57838) 125620

Scale 1 Posts

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
WESTERN MIDDLE SCHOOL
Western road, Mitcham, Surrey
Acting Head Teacher: Mrs B.S. Wharton
Tel: 01-648 1450
Age Range: 8 - 13
No. on roll: 283
Required from 2nd May 1983, a temporary Scale 1 Teacher, able to undertake general subjects throughout the school. This vacancy to cover the absence of a permanent teacher on maternity leave.
London allowance £939.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (54334) 125622

SUFFOLK

KINGSTON MIDDLE SCHOOL
(10 - 13 mixed, roll 485)
Beech Way, Woodbridge IP12 4BW
Required September 1983 teacher for 10+ age group. Newly qualified teacher welcomed. Closing date two weeks from appearance.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (19669) 125422

WILTSHIRE

WILTON C.E. CONTROLLED MIDDLE SCHOOL
The Hollows, Wilton, Salisbury.
Group 7, 9 - 13 Years.
Required for September, Person to teach within the second year team.
Applications to the Headmaster by letter in the first instance, giving full details of background and experience. (65886) 125622

WILTSHIRE

FISHERTON MANOR MIDDLE SCHOOL
Highbury Avenue, Salisbury SP2 7HJ
Salisbury
(9 - 13 yrs; mixed. N.O.R. 310).
Required for September 1983: a qualified experienced general subjects teacher offering Music at special subject level, together with French/English if possible.
Application Forms and further details from the Headmaster (s.a.e. please) returnable within three weeks of this advertisement. (58083)

SUMMER IN AMERICA WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight, work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED: CONTACT:- Tim Edwards, BUNACAMP, 58 Berners Street, London W1P 3AE. Tel: 01-637 7686. (67068) 125622

Secondary Education

Headships

BROMLEY

LONDON BOROUGH OF BROMLEY
THE RAMSDEN SCHOOL FOR BOYS
Gillmans Road, Orpington, Kent BR5 4LB
HEAD TEACHER
Group 11 Roll: 1120
Applications are invited for the above post, which will become vacant on 1st September 1983 on the retirement of the present Head Teacher. The Ramsden School for Boys is an all-ability school which admits six forms of entry. There are 1120 boys on roll, of whom 165 are in the Sixth Form, which is joint with The Ramsden School for Girls.
The School has introduced considerate technological innovations in the field of microelectronics and computer education. The successful candidate would be expected to continue to support this aspect of the curriculum strongly.
Assistance with removal and associated expenses available in certain circumstances.
Application forms and further particulars may be obtained from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please) to whom completed forms should be returned by March 31st. Previous applicants need not reapply as their applications are still under consideration. (19612) 130010

DEVON

Please see displayed advertisement on page 61 (57799) 130010

DONCASTER

THE MCAULEY SCHOOL
Group 12
HEADMASTER/HEADMISTRESS

Applications are invited for appointment from 1 September 1983 to the post of Head of this voluntary aided Roman Catholic mixed comprehensive school for 1400 pupils aged 11 to 18, of whom currently 170 are in the Sixth Form. The school, which serves the greater part of the Authority's area, was formed in September 1981 by the amalgamation of the former of St Peter's High and Catherine McAuley Upper School.

Applicants should be practising Roman Catholics and well qualified and experienced.

Further particulars and application forms are obtainable from the Clerk to the Governors, The McAuley School, Cantley Lane, Doncaster DN3 3QF, (Tel: 0302 537396), to whom the completed forms should be returned by 4 April 1983. (65875) 130010

HAMPSHIRE

SOUTHAMPTON AREA
HEADSHIP
WESTON PARK GIRLS' SCHOOL (Group 9)
Applications are invited for September 1983 for the Headship of this Secondary Comprehensive School for 560+ girls from 12 to 16 years old. The school is well established with many strengths, having good links with its associated Middle Schools and with Itchen Sixth Form College.
Application form and further particulars from:- Area Education Officer (SW1) Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Closing date for application - 30th March. (55420) 130010

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE
JOSEPH LECKIE COMPREHENSIVE SCHOOL
Walstead Road West, Walsall WS5 4PG
Applications are invited from suitably qualified and experienced men and women for the post of Head Teacher of this mixed 11/18 comprehensive school (Group 13), with 1638 pupils on roll.
Application forms and further details are available on receipt of an s.a.e. from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ, to whom they should be returned by 12th April 1983. (57888)

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE MANDEVILLE COUNTY SECONDARY
Churchill Avenue, Aylesbury.
Head Teacher: D.O. Baker B.A.
Roll: 1020
Scale/ Senior Teacher.
Required: Senior Teacher. Specific responsibilities within the Guidance and Curriculum areas will depend upon the strengths of the successful applicant. This is a 12 - 18 Community Orientated secondary modern school with a sixth form of more than 80, half of whom pursue 'A' level programmes.
Assistance with removal expenses is given in approved cases.
Further details and application forms from the Headmaster (S.A.E.) which would be returned not later than Monday 11th April. (57639) 130012

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE MANDEVILLE COUNTY SECONDARY
Churchill Avenue, Aylesbury
Head Teacher: D.O. Baker, B.A.
Roll: 1020
Group 11
Required: DEPUTY HEAD.
Specific responsibilities within the Guidance and Curriculum areas will depend upon the strengths of the successful applicant. This is a 12 - 18 Community orientated secondary modern school with a school with a sixth form of more than 80, half of whom pursue 'A' level programmes.
Assistance with removal expenses is given in approved cases.
Further details and application forms from the Headmaster (S.A.E.) which should be returned not later than Monday, 11th April. (95332) 130012

CAMBRIDGESHIRE

BUSHFIELD COMMUNITY SCHOOL
Orton Centre, Peterborough PE2 0RQ.
(11 - 16)
Tel Peterborough 235014.
PRINCIPAL: MR. W.R. STIRLING M.A.
REQUIRED FOR SEPTEMBER, 1983:- Deputy Head Teacher (Group 8).
Bushfield is a new school which opened in September, 1978. It is an exciting complex consisting of School, District Library and District Sports Centre designed to meet the educational, cultural and recreational needs of the new township of Orton under Greater Peterborough development plan. A firm commitment to community education and senior experience in pastoral/curriculum organisation with particular emphasis on the latter, is sought.
Possible housing assistance.
Further details and application form available from the school (s.a.e. first class) to be returned by 31st March, 1983. (58046) 130012

CLWYD
COUNTY COUNCIL

ST. JOSEPH'S R.C. HIGH SCHOOL
Suntley Road, Wrexham (265209)

(11 - 16 mixed comprehensive, 460 pupils)

Head: J.K. Thompson, M.A., B.Sc

Required for September 1983 SECOND MASTER/MISTRESS - DEPUTY HEAD SCALE, GROUP 8.

A suitably qualified teacher with energy and enthusiasm is sought for the above post. The successful applicant as a member of the school management team will be expected to play a major role in the running of the school and will have responsibility for staff liaison and day to day administration, as well as boys' discipline. There will be a substantial teaching commitment. Other specific responsibilities will depend upon the strengths and interests of the person appointed.

Further information and an application form (foolscap s.a.e.) may be obtained from the Head at the school, to whom forms should be returned by April 5th. (57797) 130012

DERBYSHIRE

BUXTON GIRLS' SCHOOL
Curbar Road, Buxton SK17 6RD
Required from September 1983 at this group 11 comprehensive school of 1000 pupils, a deputy head wishing to gain experience in all aspects of school management. The duties will be shared with another deputy.
Details available from the school on receipt of a s.a.e. There is a large proportion of men on the staff. (57511) 130012

DORSET

BLANDFORD UPPER SCHOOL
Milldown Road, Blandford DT11 7SQ

(Comprehensive Mixed 13 - 18, 780 on roll, 160 in sixth form)

Required for September 1983:-

DEPUTY HEADMASTER/HEADMISTRESS (Group 11) with responsibility for curriculum as well as contributing to the senior management of the school.

This vacancy is additional to the recent advertisement for a Deputy Head (Pastoral). Two Deputies are retiring this Summer.

Information and forms (foolscap S.A.E. please) from the Headmaster, returnable by 15 April 1983. (57737) 130012

EALING

LONDON BOROUGH EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middlesex
Group 12
12 - 18 Mixed Comprehensive 1165 On Roll including 200 in Sixth form
Required for September 1983 An experienced and enthusiastic teacher to be DEPUTY HEAD. The successful candidate will have qualities of leadership and will be expected to contribute effectively to all areas of senior management and the future development of the school.
We are taking the opportunity which this appointment presents to review the responsibilities of all senior staff, although the basic brief of this post will probably include responsibility for co-ordinating the curriculum.
London Weighting payable.
Application forms and further details available from the Headmaster, Mr L. Ing, at the school, (Tel: 01-574 2311, Ext. 311). (SAE)
Closing date for applications: 30th March 1983. (65957) 130012

GATESHEAD

METROPOLITAN BOROUGH COUNCIL
SHERIFFS' RISE SCHOOL
Elgin Road, Gateshead, (SPA Comprehensive with an 1150 pupils)
SENIOR TEACHER.
Senior Teacher (external) required for September 1983 for this mixed 11 - 16 Group 10 school. The successful applicant will be a member of the senior management team and be required to contribute to all areas of school life. He/she will be specifically responsible for liaison with outside agencies and for developing existing links.
Application forms and further details may be obtained from the Acting Director of Education, Education Offices, Prince Consort Road South, Gateshead NE8 4LP (large S.A.E., please).
Completed forms to be returned to the Acting Director of Education by not later than 6th April, 1983. (57631) 130012

LONDON SE10

ST. URSULA'S CONVENT SCHOOL GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Crooms Hill, Greenwich SE10 8HN
Telephone: 858 4613 Roll 675.
Required September: Second Deputy Head (Group 9) with responsibility for general discipline, pastoral care, and practising Catholic essential.
Please apply to the headmistress enclosing curriculum vitae and the names of two referees and a copy of a recent testimonial. (19631) 130012

SOUTH GLAMORGAN COUNTY COUNCIL

Second Master/Mistress
Group II

CATHAYS HIGH SCHOOL, CARDIFF

Applications are invited from suitably qualified and experienced teachers for the above post of this 11–18 comprehensive school which falls vacant on 1st September, 1983, due to retirement. The present holder deals with the pastoral care of girls and other administrative duties.

Application forms and further particulars may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education, Education Offices, Kingsway, Cardiff

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£938 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

DEPUTY HEADSHIP

LANGDON PARK (SM)
Byron Street, E14
Tel: 01-987 4811
Roll: 800 approx.
Headmaster: Mr P L T Andrews
Required from September 1983, Senior Master/Mistress (Burnham Group 10 Deputy Headship salary scale). All applicants should have the relevant experience to make a positive contribution to the work of the senior management team. In the first instance, the person appointed will be given the responsibility of ensuring the future development of an already well-established, successful pastoral system.

SENIOR TEACHER

STOKE NEWINGTON (SM)
Clissold Road, N16 9EY and Woodberry Grove, N4 2SH
Tel: 01-254 0548
Roll: 1700
Headmaster: Robin Chambers
Required from April 1983 or asap Senior Teacher. The successful candidate will undertake Deputy Head-level responsibilities as a member of an eleven-strong Executive team managing this recently amalgamated school at present working on two sites. Essential for short-listed candidates to spend a day in school before the day of interview.

ART AND DESIGN

HABERDASHERS' ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14
Tel: 01-639 2777
Roll: 630
Required from September 1983, a well qualified and enthusiastic teacher to serve as Head of Art department (Scale 3) An interest in History of Art and/or Pottery would be an advantage.

BUSINESS STUDIES

HABERDASHER'S ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14
Tel: 01-639 2777
Roll: 630
Required from September 1983 experienced and enthusiastic Head of Business Studies (Scale 3) to introduce courses with 4th and 5th years and develop the new vocational courses being offered in the 6th form eg RSA and other qualifications.

ENGLISH

LANGDON PARK (SM)
Byron Street, E14 0RY
Tel: 01-987 4811
Roll: 800
Headmaster: Mr P L T Andrews
Required from September 1983, English teacher, Scale 1, for full range of teaching for years 1-5 in mixed ability groups. Mode III CSE and JMB O level courses are on offer.

GEOGRAPHY

ARCHBISHOP TENISON'S (SB)
55 Kennington Oval, SE11 5SR
Tel: 01-735 3771
Roll: 520
Headmaster: Mr R C Shepard
Required from September 1983 Head of Geography (Scale 3). Candidates should have sound experience in comprehensive schools and show an interest in curriculum development for the less able. Help with boys' games an advantage.

HISTORY

Head of Department

NOTRE DAME HIGH (SG)
118 St George's Road, SE1 6EX
Tel: 01-261 1121
Roll: 700
Headmistress: Sister Myra Poole
Required from September 1983, Head of History Scale 3 to teach History to O and A level. Knowledge and interest in World Studies and Multi-ethnic education. Apply with two references and CV to Headmistress.

Scale 1 Post

FOREST HILL (SB)
Dacres Road, Forest Hill, SE23 2XN
Tel: 01-699 9343
Roll: 1,250
Headmaster: Mr David Stanbury
Required from April 1983, for summer term only, teacher of History. The successful applicant will be expected to teach mainly in the junior school but with some 4th year exam work. Re-advertisement.

HOME ECONOMICS

MOUNT CARMEL RC (SG) on two sites
Eden Grove/Lough Road, N7
Tel: 01-607 7065/5252
Roll: 575
Headmistress: Miss M F Chittick
Required from September 1983, second in the Home Economics Department Scale 2 in charge of Textiles. The subject is compulsory in years 1 to 3 and options are offered in Embroidery, Textiles and Fashion to CSE and O levels. Please write to the Headmistress for application form and job description, giving qualifications, subjects offered and the names of two referees.

MATHEMATICS

Head of Department

ISLINGTON SIXTH FORM CENTRE
Annette Road, N7 6EX
Tel: 01-607 5658
Director: Margaret Maden
Required from September 1983 a co-ordinator of Mathematics (Scale 4). This key post includes responsibility for A and O level courses as well as the mathematical components in TEC and BEC courses, YTS, etc. The Centre is a federal institution serving the needs of local schools and young people within the context of comprehensive 16–19 education. Applications from teachers in schools and FE Colleges are welcome and a two year secondment is possible for Division 3 teachers.

Scale 1 Posts

ISLINGTON GREEN (SM)
Prebend Street, N1 8PQ
Tel: 01-226 8611
Roll: 899
Acting Headmaster: James Mason
Required from September, 1983, Mathematics teacher, to join a well established department. Mixed ability teaching in the first year. Setted groups years 2-5.

ST MARK'S CE (SM)
Bishop's Avenue, SW6 6ED
Tel: 01-736 2211
Roll: 850
Headmaster: L W C Truman.
Required from April 1983 a teacher of Mathematics to teach at all levels up to A level. Scale 2 possible for a suitable candidate.

STOKE NEWINGTON (SM)
Clissold Road, N16 9EY
Tel: 01-254 0548
Roll: 1700
Headmaster: Robin Chambers
Required from April 1983, Teacher of Mathematics. Maths is taught in mixed-ability classes using SMILE throughout the school. The appointment is for one term in the first instance; a part-time appointment could be considered.

Part-time Post

RAINE'S FOUNDATION CE (SM)
Arbour Square, E1 0PT
Tel: 01-790 1066
Roll: 845
Headmaster: Mr D W E Thomas
Required from April 1983, part-time teacher of Mathematics, equivalent to 2½ days per week; with no teaching on Mondays. All the work at present is concentrated in the third and fourth forms. Applicants should write direct to the Headmaster asap enclosing details of two referees and CV.

RELIGIOUS EDUCATION

CENTRAL FOUNDATION (SG)
31–33 Bow Road, E3
Tel: 01-981 1131
Roll: 942
Headmistress: Mrs Elizabeth Smith
Required for Summer Term 1983 Temporary RE Teacher, Scale 1.

MUSIC

Heads of Department

NOTRE DAME HIGH (SG)
118 St George's Road, SE1 6EX
Tel: 01-261 1121
Roll: 700
Headmistress: Sister Myra Poole
Required from September 1983. Head of Music Scale 3 (one year due to maternity leave). Good facilities and opportunities for musical activities. Apply with two references and CV to Headmistress.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1250
Headmaster: N C Ure
Required from September 1983, or earlier if possible. Temporary Head of Music (Scale 3) to cover confinement leave. All pupils in the first three years study Music, and the subject has been offered as an option for study towards the CSE exam.

REMEDIAL WORK

Post of Responsibility

GEOFFREY CHAUCER (SM)
Harper Road, SE1 6AG
Tel: 01-407 6877
Roll: 850
Headmaster: Mr M F B Read
Required from April 1983, Scale 3 Head of Remedial English (a temporary post until Christmas to cover maternity leave). Special features are language development, written work and a homework reading scheme.

Part-time Post

LONDON NAUTICAL (SB)
61 Stamford Street, SE1 9NA
Tel: 01-928 6801
Roll: 506
Headmaster: P J Hobson
Required from April 1983 Temporary Part-time (0.5-0.3) teacher for Summer and Autumn term, mainly for Learning Support with small groups of 1st, 2nd and 3rd years.

SCIENCE

Post of Responsibility

CARDINAL POLE RC (SM)
Kenworthy Road, Homerton, E9 5RB
Tel: 01-985 5150
Roll: 1000
Headmistress: Miss J F Lowe
Required from September 1983 or earlier if available, Scale 2 teacher with responsibility for integrated science in Lower School and Chemistry to O level.

Scale 1 Posts

ELTHAM GREEN (SM)
Queenscroft Road, Eltham SE9
Tel: 01-859 0133
Roll: 1730
Headmaster: Mr M H Clarke
Required for Summer Term Teacher of Physics. Well equipped laboratories. Possibility of permanent appointment.

ELTHAM GREEN (SM)
Queenscroft Road, Eltham SE9
Tel: 01-859 0133
Roll: 1730
Headmaster: Mr M H Clarke
1) Required for Summer Term Teacher of Physics: Well equipped laboratories. Possibility of permanent appointment.

Part-time Post

WATERFIELD (SM)
Waterfield Close, Thamesmead SE28
Tel: 01-310 1700
Roll: 450
Required from April 1983, part-time teacher of Science (0.4), the ability to teach Human Biology, in the first instance, would be an advantage, although not essential.

TECHNICAL STUDIES

Head of Department

WALWORTH (SM)
Shorncliffe Road, SE 5UJ
Tel: 01-703 5431
Roll: 1250
Headmaster: N C Ure
Required from September 1983: Head of Craft, Design and Technology (Scale 4). The department provides courses in Woodwork, Metalwork, Graphical Communication and Motor Vehicle Studies for boys and girls and is currently developing new courses for 4th/5th Year pupils.

Posts of Responsibility

SCALE 2 POSTS IN DESIGN AND TECHNOLOGY
Applications are invited from qualified teachers to join a team of seven peripatetic teachers to be established to cover for serving teachers seconded on Safety Training courses. Successful applicants will be offered Scale 1 Divisional Staff appointments with secondment to Scale 2 whilst under taking these duties. The team will be established for two years in the first instance. Application forms available from EO/TS.1, Room 70, The County Hall, London, SE1 7PB (Tel: 01-633 6218/3017).

UNATTACHED SCALE 2 TEACHERS OF DESIGN AND TECHNOLOGY
Required from September 1983, experienced secondary teachers of Design and Technology, to cover in secondary schools for absent staff on a short, medium or long term basis. Application forms obtainable from EO/TS.1, Room 70, The County Hall, London SE1 7PB (Tel: 01-633 3017/6218).

Scale 1 Post

SIR WALTER ST JOHN'S (SB)
Battersea High St, SW11
Tel: 01-223 9355
Roll: 760
Headmaster: J O'Brien
Required from April 1983 or asap, a Teacher of Design and Technology.

OTHER

Pastoral Post

SION-MANNING RC (SG)
St Charles Square, W10 6EL
Tel: 01-969 7111
Roll: 810
Required from September 1983 Pastoral Head of Year (Scale 3); suitably qualified and experienced Roman Catholic teacher. The person appointed will join a closely knit pastoral team.

Scale 1 Posts

FOREST HILL (SB)
Dacres Road, Forest Hill, SE23 2XN
Tel: 01-699 9343
Roll: 1250
Headmaster: Mr David Stanbury
Required April 1983 or asap a teacher for the school's on-site sanctuary. The sanctuary has two full-time teachers and is located within the school's support facility.

Part-time Post

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1500
Headmaster: Mr Michael Marland
Required asap, part-time teacher (0.4), to take Child Development classes, initially for 2 terms to cover confinement leave; will also be tutor.

PRIMARY SCHOOLS

HEADSHIP

IMMANUEL CE (JM & I)
Buckleigh Road, Streatham, SW16 5SL
This group 4 headship will be vacant on 1 September 1983. Roll 188 plus 61pt nursery. Applications are invited from candidates who will continue to develop this multi-ethnic school along its well established successful progressive lines. Candidates should also be prepared to maintain and extend the school's links with parents church, youth club and community. Preference will be given to a practising Christian. Further details on application from the Correspondent, Mrs D Mopli at the school. Closing date 1 April

DEPUTY HEADSHIP

ST MARK'S CE (JM & I)
Harleyford Road, SE11 5SL
Tel. 01-735 1467
Roll: 152
Headmistress: Miss J A Parker
Required from September 1983, Deputy Head (Group 4). The school has strong links with the Parish Church, St Mark's, Kennington.

Post of Responsibility

MIDDLE ROW (JM & I)
Kensal Road, North Kensington, W10 5DB
Tel: 01-969 4094
Roll: 130
Headmistress: Mrs M I Lowe
Required from April 1983 or asap. Experienced class teacher, Scale 2, to be responsible for all forms of Physical Education. Re-advertisement.

Scale 1 Posts

CANBERRA I(NC)
Australia Road, W12 7PT
Tel: 01-743 2514
Roll: 124+60 p/t nursery
Headmistress: Miss E R Gush
Required from April 1983, part-time teacher (.5) for small groups of children needing extra attention

LONDON FIELDS (I)
Westgate St. E8
Tel: 01-254 1498
Roll: 80+50 p/t nursery
Headmistress: Ruth Desborough
Required from April 1983, part-time (.2) teacher for 'Claywork with Infants'. Own kiln. Visits essential

OUR LADY OF THE SACRED HEART RC (JM & I)
Eden Grove, N7 8EN
Tel: 01-607 3407
Roll: 301
Headmistress: Miss Kathleen Gillic
Required from April 1983 for Summer Term only. part-time (0.3) Teacher for remedial work with juniors. Interest in Music/Science an advantage.

ST AGNES' RC (JM & I (NC))
Rainhill Way, Bow, E3 3ER
Tel: 01-980 3076
Roll: 189
Headmaster: Mr P O Carr
Required asap Catholic Nursery Teacher: Scale 1.

SIR WILLIAM BURROUGH (JM & I & N)
Salmon Lane, Limehouse, E14 7PQ
Roll: 135
Headmistress: Mrs S Powlesland
Required from April 1983, Music teacher to work with all the children in this multi-ethnic inner city school, from age 3 to age 11; singing sessions, music-making with small groups, individual or small groups recorder work, movement and dance if possible, Scale 1, temporary terminal, at the moment.

SUSAN LAWRENCE (I)
Cordelia Street, Poplar, E14
Tel: 01-987 4589
Roll: 150
Headmistress: Miss H Tinsat
Required from April 1983 or asap, part-time teacher (.7) for language development work.

NURSERY EDUCATION

DEPUTY HEADSHIP

HORDER (N)
Horder Road, SW6
Tel: 01-736 5100
Roll: 90 pt, 30 ft
Headmistress: Miss J E Bellamy
Required from September 1983. Experienced and enthusiastic Nursery teacher for the post of Deputy Head in this group 2 Nursery school. Must work well in a team and be interested in Music, Art and curriculum development.

SPECIAL EDUCATION

BOARDING SCHOOL

WINCEBY HOUSE (SB) (Mal)
South Cliff, Bexhill-on-Sea, Sussex
Tel: Bexhill (0424) 215434
Roll: 46
Headmaster: Mr J L Woolf
Required from September 1983 Scale 3 (S) teacher, specific responsibility for curriculum. A senior post carrying 3rd in charge responsibilities in multi-disciplinary team. State teaching specialisms and personal interests. Additional duties of 15 hours per week on average. Accommodation offered, an unfurnished 4 bedroom house – off site

STOCKGROVE PARK (SB) (Mal)
Heath & Reach, Leighton Buzzard, Beds
Tel: 052-523 228
Roll: 47
Headmaster: Mr J H Richards
Required asap Scale 2(S) teacher responsible for Art, Science or Music throughout the school, plus general subjects. Allowance £1,869 for required additional duties Max. av. 15 hrs. per week in term time. Unfurnished 3 bedroom house available at standard charge.

DAY SCHOOL

NATHANIEL HECKFORD (Mal)
22a Cable Street, E1
Tel: 01-790 5918
Roll: 50
Headmaster: S A J Foley
Required from April 1983. Teacher (Scale 1+SSA) for group of Infant/Junior pupils. Must be experienced, able to work in individual programmes for pupils with wide range of needs. Interest in group approach to disturbed pupils essential. Also required to teach some classes throughout the school.

OTHER

GILLIAN FRASER LANGUAGE DISORDER UNIT
Lansdowne Way, SW8
Tel. 01-622 2936
Required from September 1983, Experienced nursery/infant teacher Scale 2 (No SSA) to join team of one other teacher, two speech therapists and two nursery assistants. Sound knowledge of early number and reading as well as sound experience in language development essential. Will need to liaise with schools and prepare children for reintegration. Music an advantage. Visits essential. Application forms from and returnable to EO/TS5 Room 71, County Hall, London SE1 7PB. Please enclose sae.

OTHER APPOINTMENTS

TOWER HAMLETS (DIVISION 5) SCHOOLS SUPPORT TEAM
Required for September 1983, a Teacher in Charge (Scale 4) to supervise, co-ordinate and develop the work of a team of 12 teachers (Scale 3) of disruptive children. These teachers work on a peripatetic basis in primary and secondary schools. There is a small class at the Team's base for secondary pupils. The support team has the services of an educational psychologist and a Senior Education Welfare Officer. Experience of working with children with emotional and behavioural problems is essential. Candidates should have a knowledge of assessment techniques and of devising, implementing and evaluating educational programmes for children in difficulties with their education. Candidates should also have experience of the social problems of inner city areas. The teacher appointed will have to liaise closely with other agencies and must be able to establish good relationships at all levels. Application forms and further details from the Divisional Education Officer, DO 5, Harford Street, E1 4PY. Visits should be arranged with Mr Andrew Oxey at the Unit (tel: 987 7793).

TY'R MORWYDD ADVANCED FIELD STUDY CENTRE
Abergavenny, Gwent
Tel: 0873-5959
Roll: 58 (Residential)
Warden: Mr H Foster
Required from September 1983. Assistant Warden, Scale 2 (plus extraneous duties allowance) Graduate field scientist displaying an interest in environmental education and work at the biology/geography interface. Details from: The Education Officer, EO/PS7, County Hall, London SE1 7PB, 01-633 6972; not the centre. Teaching duties regularly include evening and weekend work. Staff share a 'sleeping in' rota. Accommodation suitable for single person is available at the centre if required. Closing date 18 April 1983.

SCHOOLS SUPPORT UNIT
Required asap part-time (0.5) teacher for an off-site Schools Support Unit, serving Highbury Grove School and Central Foundation Boys' School, Islington. There is a full time teacher in charge, and one other part-time teacher. Telephone the teacher in charge, Mr P Harrison (01-837 4406) to obtain full details and to arrange visit. Application forms may be obtained from the Headmaster, Central Foundation, Boys' School, Cowper Street, EC2A 4AP (01-253 3741).

SECONDARY EDUCATION
continued

HUMBERSIDE
EDUCATION DEPARTMENT

EAST RIDING DIVISION

HESSLE HIGH SCHOOL
Tranby House, Heads Lane, Hessle HU13 0JQ

(Co-educational comprehensive, 11 - 18, N.O.R. 1033)

DEPUTY HEAD TEACHER (GROUP 11)

Required for September, 1983, a well qualified and suitably experienced teacher to join the Senior Management Team. The successful applicant would be expected to have responsibility for the day-to-day running of a section of the school, to take a full part in school management, administration and policy making to make a particular contribution to curriculum development and timetable planning and construction.

Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 28th March, 1983. (54407) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
NEW MIXED SCHOOL
Faversham
formed by amalgamation of existing Faversham Secondary School for Boys and Faversham Lady Capel Secondary School for Girls (Group 11)
Headteacher: Mr. V. J. Thomas
Second Master/Mistress required for September 1983 for this new school of approximately 1250 pupils aged 11 - 17. Candidates should be well qualified, suitably experienced. Interested in staff development, 6th form vocational education, public relations and administration. Personal qualities will be paramount.

Further particulars from the Headteacher (S.A.E.) to whom applications should be sent enclosing curriculum vitae and names and addresses of two referees, c/o Lady Capel School, London Road, Faversham. Closing date 25th March 1983. (19671) 130012

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY BOYS HIGH SCHOOL
Field Hill, Batley, West Yorkshire WF17 0BJ
Ref: 118
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this GROUP 12 comprehensive school for boys aged 11 to 18 years. The appointment will date from 30th August 1983.

Further particulars and application forms (s.a.f.c. please) from the Head Teacher at the school to whom completed forms must be returned within 14 days of this notice in the press.

WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury, West Yorkshire WF13 2JE
Ref: 119
Applications are invited from suitably experienced teachers for the post of SECOND MASTER/MISTRESS in this GROUP 9 comprehensive school which caters for the age range 12 to 16 years. The appointment will date from 30th August 1983.

Further particulars and application forms (s.a.f.c. please) from the Director of Educational Services, Ref PT, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice in the press.

It is proposed to reorganise the school to cover the age range 11 to 16 from 1986. (57508) 130012

LONDON NW5
WILLIAM ELLIS SCHOOL
Highgate Road, NW5 1RN
11–18 Voluntary Aided Boys 4 FE Comprehensive

Headmaster: R. L. Perry

2nd Deputy Head (Group 10)

Required for September 2nd. Good honours graduate to join the Senior Staff and share in the work of promoting the further development of the school. There is strong emphasis on the Subject based curriculum and a caring pastoral structure. The Sixth Form is organised jointly with the neighbouring Parliament Hill School for Girls.

Letters of application, to the Headmaster, should state the areas of responsibility to which the candidate feels able to contribute and should include full cv and the names and addresses of two referees. Closing date March 28. (54848) 130012

LONDON SE2
ST. PAUL'S R.C. SCHOOL
Wickham Lane, London SE2 0XX
(Tel: 01-311 3868)
(545 Mixed)
Headmaster: Mr. A.E. Scanlan
Required for September 1983, Second Deputy Head Group 9 to share in the pastoral and academic administration of the school as a full member of the senior team, with full responsibility for boys' welfare and discipline throughout the school. Applicants should be practising members of the Roman Catholic Community. Short listed candidates will be expected to spend a day in the school prior to final interview.
The school is well disciplined with a good academic intake situated on the borders of London and Kent.
Job specification and further details will be forwarded with application forms. (19713) 130012

NORTHAMPTONSHIRE
GUILSBOROUGH SCHOOL
West Haddon Road, Guilsborough, Northampton

DEPUTY HEADTEACHER (Group XI)

Applications are invited for the post of Deputy Headteacher to join the Senior Management Team with initial responsibility for day to day administration and staff matters. There is, however, a commitment to join rotation among the senior staff so that the person appointed could expect to be involved with pastoral and/or curriculum organisation in due course.

Guilsborough School with a roll of 1310 (6th form 156) is a co-educational comprehensive school situated in a rural location.
The appointment will be from 1st September 1983.

Further details and application form available from the Headmaster (SAE please).

Closing date fourteen days after the appearance of this advertisement. (57829) 130012

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
HATHERSHAW COMPREHENSIVE SCHOOL
Bellfield Avenue, Oldham
Required for September 1983, SENIOR TUTOR (SCALE 4) for this 11 - 18 expanding, mixed comprehensive school of about 950 pupils. A well qualified and experienced teacher is sought who would initially be Head of Fourth and Fifth Year and would carry additional responsibilities concerning record keeping, organisation of Parents' Evenings, liaison with local employers and writing pupil references. The post becomes vacant on the retirement of the present holder. A Social Priority Allowance is payable.
Send sae for application form and further details to the Head at the School returnable to him no later than Monday 28th March 1983. (19603) 130012

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
OUR LADY'S RC SCHOOL
Vaughan Street, Royton, Oldham.
Required for September 1983, DEPUTY HEAD (GROUP 9) at this recently re-organised R.C. 11 - 16 mixed comprehensive (Special Agreement) School of about 780 pupils. A sixth form is anticipated for its first comprehensive Cohort which enters the 5th year in September 1983.
Send s.a.e. for application form to the Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to the Reverend D O'Kane, c/o the school, no later than 28th March 1983. (19602) 130012

TAMESIDE
METROPOLITAN BOROUGH

DUKINFIELD COUNTY HIGH SCHOOL

(11 - 18 Comprehensive)

FIRST DEPUTY HEADTEACHER

(GROUP 11)

Applications are invited from energetic and suitably qualified teachers for the post of First Deputy Head of this eight form entry Comprehensive School. The person appointed will have responsibility for the lower school.

Application forms and further details available from the Director of Education, Teachers' Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne OL6 6DL.

Closing date 31st March, 1983.

Ref: TE 2255/TES. (58024) 130012

Remedial Posts

Heads of Department

AVON COUNTY
HENBURY SCHOOL
Marissal Road, Henbury, Bristol BS10 7NJ
Required from 1st September, 1983, enthusiastic and experienced teacher (scale three head of department status) to lead established and successful team of specialist teachers for pupils with learning difficulties and to initiate and sustain non-examination courses for a broad band of fourth and fifth year pupils.
Further details available from the Headmaster.
Closing date 15th April, 1983. (65906) 131018

ESSEX
GREAT BADDOW SCHOOL
Duffield Road, Beehive Lane, Chelmsford
(Roll 1550)
Tel: Chelmsford 65821
HEAD OF REMEDIAL DEPARTMENT
Scale 3/4
Required September 1983, to organise remedial provision throughout the school. Scale dependent upon qualifications and experience.
Application forms and further particulars from Headteacher (foolscap s.a.e. please). (19706) 131018

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
NORTH CHADDERTON COMPREHENSIVE SCHOOL
Chadderton Hall Road, Chadderton, Oldham
Required for September 1983 at this 11 - 18 mixed comprehensive school of about 1380 pupils, a HEAD OF REMEDIAL DEPARTMENT (SCALE 3). A well qualified and experienced teacher is required to organise and lead remedial work.
Teaching is by extraction or team work with subjects specialists, on a flexible basis within an unstreamed format. There are also small groups taught 'Support Skills' to help them across the curriculum.
Send s.a.e. for application form to the Head at the School, returnable to him by Friday 1st April 1983. (19606) 131018

Scale 2 Posts and above

SUFFOLK
COUNTY UPPER SCHOOL
Beeton's Way, Bury St. Edmunds.
(Mixed comprehensive 13 - 18: 1020 on roll)
Required for September, 1983, a qualified Special Class teacher to join a well established department. An applicant with suitable experience could be considered for a 2nd in Department post. Scale 2, plus S.C.A.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57878) 131020

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE MINSTER SCHOOL
Leominster, Herefordshire HR6 8JJ

(11 - 18)

The Minster School, a Group 11 Comprehensive School (11 - 18) 1,113 pupils, with a well established Sixth Form, is situated in a small market town in rural Herefordshire.

Required for September 1983, a General Subjects teacher for Slow Learner and Remedial pupils. Scale 1.

Application forms and further details from the Headmaster. (58028) 131022

OXFORDSHIRE
COUNTY COUNCIL
ST. BIRINUS' SCHOOL
Mereland Road, Didcot.
(Group 11)
11 - 18 Boys Comprehensive. Roll: 900. (Sixth Form of 80)
Required for Summer term only, a temporary teacher for remedial work, full or part time.
Apply by letter giving curriculum vitae and the names of two referees as soon as possible to the Headteacher who will send further particulars. SAE please. (65781) 131022

WEST SUSSEX
IFIELD SCHOOL
Lady Margaret Road, Ifield, Crawley, Sussex.
REMEDIAL DEPARTMENT
SCALE 1.
Required for April or September, 1983, teacher with a sympathetic understanding of the needs of less able pupils. The work mostly involves Remedial English and Maths in the Upper School, age range 13 - 16 years.
Application forms from Headmistress at the school by post or telephone 0293 26467. (58049) 131022

By Subject Classification

Arts and Design

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham, Grimsby DN36 4RZ
No. on roll: 1,550 11 - 18 age range
Headmaster: I.K. Drake, M.A., F.R.G.S.
Required for September, 1983:- HEAD OF ART, SCALE 3. Applications are sought from candidates with a real enthusiasm for their subject, an ability to transmit that enthusiasm to both staff and pupils and a proven track record of excellent results up to G.C.E. 'A' level. We are seeking a person with a wide range of skills who is keen to develop the potential of a well equipped Department which is accommodated in the Practical Block.
Enthusiasm and a willingness to play a full part in a large school are sought.
This school is housed in modern purpose built premises in a rural area, surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65869) 131218

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13
Head Teacher: J.A. McDonald
Number on Roll: 1180
HEAD OF DESIGN
Scale 4
Required SEPTEMBER 1983.
An experienced and well-qualified candidate is sought for this post. The Design Department is well established and includes the teaching of Art, Design Technology and Economics.
LONDON ALLOWANCE: £939 plus Social Priority Allowance.
Application forms available (s.a.e. please) from the Director of Education, to whom completed forms should be returned by 29th March 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (57582) 131218

SURREY
EDUCATION COMMITTEE
ST. ANDREWS R.C. (AIDED) SCHOOL
(12 - 18 Mixed Comp. N.O.R. 700, inc. 160 in Sixth Form)
Leatherhead
HEAD OF ART, DESIGN AND TECHNOLOGY Scale 3
Required September 1983. Good experience in CRAFT teaching and problem solving approaches, essential. Contact Head Tel. Ashtead 77881. (19621) 131218

Scale 2 Posts and above

CAMBRIDGESHIRE
PARKSIDE COMMUNITY COLLEGE
Required in September for one year: Teacher in charge of ART (Scale 2) within the Design Faculty. This vacancy arises as a result of a sabbatical year for the present holder of the post.
Details from Principal, Parkside Community College, Parkside, Cambridge CB1 1EH. (s.a.e.). (58045) 131220

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1360 - 100 in sixth form)
Required for September 1983. An enthusiastic teacher to join a team of five, Art/Craft taught to C.S.E. 'O' and 'A' level. Interest in Sculpture an advantage. Scale 1.
Inner London Allowance (£939 per annum) payable.
Application forms available from the Headteacher (s.a.e.). Returnable by 31st March 1983. (65994) 131222

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
OAKBANK GRAMMAR SCHOOL
Required for September 1983, or earlier if possible, a qualified teacher of Craft Design and Technology in this 13 - 18 mixed comprehensive school. The lively forward looking faculty has excellent facilities and this post would be particularly suitable for a new entrant to the profession.
The school is set on the edge of the Yorkshire Dales and there will be ample opportunity for participation in out of school activities.
The successful candidate will be expected to become part of the pastoral care system of the school.
Application forms may be obtained (s.a.e. please) from the Headteacher, Oakbank Grammar School, Oakworth Road, Keighley BD22 7DU to whom completed forms should be returned by 11th April 1983.
Reference EE 14185/TES.
Bradford is an equal opportunity employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65815) 131222

BRISTOL
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT

(Co-educational comprehensive school, 11 - 18, 1400 pupils)

Required for SEPTEMBER, 1983, a teacher of PROJECT TECHNOLOGY (Scale 1), to work in a large, well equipped department. The post entails the preparation of candidates for Design Studies, Design and Technology and Graphics. Advanced level work with Engineering and Technology students a possibility for a suitable applicant. Ability to teach subsidiary mathematics essential.

The successful applicant will be expected to act as a tutor to a mixed ability tutor group in a well established House system.

Applications by letter to the Headmaster enclosing a curriculum vitae and the names of two referees. (54457) 131222

DONCASTER
MEXBOROUGH SCHOOL
Maple Road, Mexborough S64 9SD

Tel: Mexborough 585858

Required for May 6th, 1983, a suitably qualified teacher of Art & Craft Scale 1 to teach the subject in this large comprehensive school, preference will be given to candidates able to offer pottery to 'A' level. Excellent facilities. The vacancy arises due to maternity leave.

Applications (forms available from the Headmaster at the school) as soon as possible, SAE please. (65872) 131222

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Windsor Way, London N18 1BX
(8 form entry Mixed Comprehensive)
Roll 1,300
Required for April, 1983, ART and CRAFT teacher, Scale 1, to join a strong, successful practical team. Excellent facilities available for the teaching of three-dimensional work using a variety of media.
This post is initially a temporary one term appointment and may be offered at Scale 2 to a suitably qualified and experienced candidate.
London Allowance, £615.
Please apply by letter with the names of two referees to the Headmaster at the School, as soon as possible. (65744) 131222

ESSEX
HELENA ROMANES SCHOOL
(Roll 1380)
Parsonage Downs, Great Dunmow
Tel: 0371 2560, 3361/2
TEACHER OF ART, Scale 1
Required for September, well qualified textiles specialist to 'A' level; well equipped, successful department, specialist accommodation. Rural co-educational school midway London-Cambridge.
Please apply without delay to the Head at the school with names, addresses and telephone numbers of two referees (foolscap s.a.e. please). (65096) 131222

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road, Farnborough, Hants
(Comprehensive Mixed 11 - 16)
N.O.R. 947
Required for September 1983 Scale 1 post (in Scale 2 may be available for a suitably qualified and experienced candidate)
Teacher of Pottery and 3-Dimensional Art.
Closing date 28th March 1983.
Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (57543) 131222

HOUNSLOW
THE FELTHAM SCHOOL
Boundaries Road, Feltham, Middlesex TW13 5EN

Tel. 01-980 0167

(11 - 18) Co-educational Comprehensive School
Number on roll 1450 (Sixth Form 154)

Headteacher: Paul M. Grant, B.Sc., Dip.Ed.

Required from Easter 1983 an Art/Craft Teacher, Scale 1 (Full or Part-time). A vacancy exists for one term appointment until August 1983. A person is sought who can offer a limited amount of Lower School Craft/Workshop technology teaching in addition to the usual range of Art skills.

The Art, Craft and Design Technology Department is a large successful Department with good facilities. Every member of staff is expected to contribute to the life and work of the House/Year System of pastoral care. There are 154 pupils in the Sixth Form.

The buildings are modern, well equipped and the School is engaged in an ambitious building programme in order to provide a new purpose-built school with extensive dual use community facilities on one site. The new Creative Studies block which forms the first phase will be completed by Summer 1983.

LONDON ALLOWANCE PAYABLE £615 p.a.

Letter of application (no forms) to the Headteacher within seven days, giving details of qualifications, experience and the names and addresses of two referees and enclosing s.a.e. (foolscap).

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (58060) 131222

KENT
EDUCATION COMMITTEE
CANTERBURY DIVISION
SIMON LANGTON GRAMMAR SCHOOL FOR BOYS
(625 boys on roll)
Voluntary Controlled Selective School:
Headmaster: J. Harris M.A. (Cantab)
Required for September, 1983, a Scale 1 Assistant Teacher (Full-time) and an Assistant Teacher (part-time 3 days a week), to teach ART throughout the school to 0 and 'A' level in a dynamic and forward-looking department of Art and Design. Graduates preferred.
Applicants should be able to offer one or more of the following areas of study: Painting and Drawing, Sculpture, Printmaking, Graphic 'Art' and the Built Environment' work and/or the History of Art.
Letter of application, stating clearly which post is being applied for and areas of expertise, together with curriculum vitae and the names and addresses of two referees, should be sent to The Headmaster, Simon Langton Grammar School for Boys, Nackington Road, Canterbury, Kent CT4 7AS, not later than 25th March, 1983. Interviews will take place in April. (19672) 131222

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester

In the Leicestershire plan for the re-organisation of secondary education.

14 - 18 Upper
ROLL 1395

DESIGN SCALE 1

Required August. This is a new post and it is envisaged that the successful applicant will create firm links with existing Art and Home Economics Departments through practical and creative elements of fabrics, textiles and printing aspects of design education.

Further details from the Head (SAE).

Apply immediately (no forms) with full particulars and names and addresses of two referees. (65979) 131222

NORTH YORKSHIRE
COUNTY COUNCIL
ERMYSTEDS GRAMMAR SCHOOL
Gargrave Road, Skipton BD23 1PL
11 - 18 boys grammar school. Required for September 1983, Scale 1 an Assistant Teacher, to expand the work of the ART, WOODWORK and METALWORK Department. It is hoped to introduce Design as an 'A' level option alongside Art and Metalwork.
Apply by letter giving full curriculum vitae and names and addresses of two referees to the Headmaster at the school. (19636) 131222

ROTHERHAM
METROPOLITAN COUNCIL

BRINSWORTH COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1117
1522 on roll. Approx. 117 in 6th form

Required for 11th April 1983 for the Summer Term only, TEMPORARY ASSISTANT TEACHER - SCALE 1

Required for Art. Closing date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the Brinsworth School, Brinsworth Road, Brinsworth, Rotherham S60 5EJ (telephone 2024).

W.D. Mussett, Director of Personnel Resources. (65771) 131222

SECONDARY ART & DESIGN
continued

SHROPSHIRE
EDUCATION COMMITTEE
ERCALL WOOD SCHOOL
Golf Links Lane, Wellington, Shropshire TF1 2DU
11 - 16 Comprehensive School. 620 Pupils
SCALE 1
Required for September 1983, a TEACHER OF ART AND DESIGN to work with a variety of media throughout the school.
See to Head Master for application form and details. (19659) 131222

Careers

Heads of Department

HARINGEY
Progress with Humanity

FORTISMERE SCHOOL
Creighton Avenue, N10, Tetherdown N10, Rhodes Avenue, N22
Head Designate: A.M. Nixon, M.A.
A new school opening September, 1983, upon the amalgamation of Alexandra Park and Creighton Schools. A full range mixed comprehensive initially with 1940 students including over 300 in the sixth form
HEAD OF CAREER EDUCATION AND GUIDANCE (SCALE 3)
Required for September, 1983.
This key head of department post involves the teaching of education guidance (third year) and careers education (fourth and fifth years) as well as counselling pupils and parent about courses, careers and further and higher education. The guidance of staff over changing opportunities for pupils is also essential.
Two careers rooms are provided for the three careers teachers and the department has a valuable involvement with the Schools Council Industry Project.
Application forms and further details are available from the Head designate, c/o Alexandra Park School, Rhodes Avenue N22 4UT. (Tel: 888 6922 - 9244). Applications should be returned not later than Tuesday, 5th April, 1983. Short-listed candidates will be invited to see the schools at work prior to interview.
London Allowance £939. Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (65935) 131418

Classics

Scale 1 Posts

HERTFORDSHIRE
WARD FREMAN SCHOOL
Buntingford, Herts
Group 10; 620 on roll including 120 in Sixth Form: 13 - 19
Required for September, keen graduate to teach LATIN and GREEK in this all-ability school to Oxbridge level - Scale 1. Cambridge Latin course is taught to 'O' level in 3 years and Latin is compulsory for one year for one of the streams entering the school at 13. The school could take the orthodox 'A' level Latin course offered by the Cambridge Board and has a tradition of small Sixth Form groups. A/O Greek is offered as a 2-year course in the Sixth Form and is now successfully established. In a school with a profusion of field courses, a successful Classics trip was started in October 1982. This exciting post offers many opportunities for a keen graduate committed to academic excellence and genuine pastoral care.
Candidate should write to the Headmaster at the school with c.v. and name of teaching practice school where relevant, and quoting two referees. (19585) 131622

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS' SCHOOL
440 Day Boys, 110 Sixth Form

HMC Independent (ex Direct Grant) with Assisted Places

LATIN

Required for September 1983 well-qualified HONOURS GRADUATE to teach LATIN throughout the school, including Advanced Level. Ability to help with Junior French and extra-curricular activities, including Games, would be welcome.

Salary according to Burnham, depending on qualifications and experience.

Apply immediately (no forms), with full curriculum vitae and names/addresses of two referees, to Head Master, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ. (57849) 131622

Commercial Subjects

Heads of Department

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
LOWNDES COUNTY SECONDARY SCHOOL FOR GIRLS
Chartridge Lane, Chesham, Bucks.
Head, Mrs B.M. Friar
Required for September 1983, a well qualified Head of Business Studies (Scale 2) to take over a successful department.
Particulars and application forms obtainable from the Headmistress. Completed forms to be returned by 31st March 1983. (57754) 131818

EALING
LONDON BOROUGH EDUCATION SERVICE
DRAYTON MANOR HIGH SCHOOL
Drayton Bridge Road
Hanwell W7
Required for September 1983, a Head of Commercial Studies, Scale 3 to be responsible for 2-year and 1-year 6th form courses, Commerce and Typewriting options in the 4th/5th years and for the Commerce and the World of Work and Keyboard Skills elements in the General Education Programme, 14 - 17. The post is vacant through retirement of the present holder.
Good facilities, including word processors, in a suite of three rooms.
London Weighting payable.
Please send brief curriculum vitae with names/addresses of two referees, to the Headmaster at the school, from whom further details may be obtained, to be received by 29th March 1983 (SAE) please. (57633) 131818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
HERNE BAY SECONDARY SCHOOL
(mixed 11 - 18 years 1133 pupils)
Required for September, 1983 a Head of Business Studies (salary Scale 3) for a major post of responsibility with this school.
Application forms and further details from the Headmaster at the school in Bullockstone Road, Herne Bay. (19673) 131818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
New Mixed School, Faversham
(Group 11). 1250 Pupils (11 - 17).
Headteacher: Mr. V.J. Thomas
Required for September 1983 an appropriately qualified and experienced Head of Commercial Subjects, Scale 3. The school wishes to establish a Commerce Department offering R.S.A., C.S.E., Pitmans and City and Guilds both in the 4th/5th year and in the Sixth Form.
Further particulars from the Headteacher c/o Lady Capel Secondary School, London Road, Faversham ME13 8RZ. Closing date 1st April 1983. (19674) 131818

Scale 1 Posts

EALING
LONDON BOROUGH EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, London W3 8EX
Required as soon as possible Temporary Teacher/Instructor of Commercial Subjects. This is a Scale 1 post and it is hoped that a person able to teach commercial skills, and typing will be appointed.
Social Priority Allowance payable.
Application forms obtainable from the Headmaster (SAE) at the school, to be returned by 31st March 1983. (57632) 131822

ESSEX
NICHOLAS SCHOOL
(Roll 1200)
St. Nicholas Lane, Basildon
Tel: Basildon 43391
BUSINESS STUDIES TEACHER
Scale 1 + fringe allowance £246
Required for April. Teacher in Business Studies Department to teach Office Practice and Typing in the Upper School. Temporary appointment for one term, full or part-time.
Apply by letter to Headteacher, quoting two referees (foolscap s.a.e. please). (65987) 131822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
Education Committee
WHITLEY BAY HIGH SCHOOL
Deneholm, Whitley Bay NE25 9AS
Headteacher: Mr. J.F.H. Dwyer, J.P., M.A.
Required for 1st September 1983.
Scale 1 TEACHER OF COMMERCIAL SUBJECTS in this co-educational comprehensive High School serving the age range of 13 - 18 years, with sixth forms of over 300 pupils.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (57714) 131822

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Tel: Swindon (0793) 812824
Required for September 1983 at this well-established purpose-built mixed 11 - 18 comprehensive school with 1200 on roll.
Teacher of COMMERCE and TYPING, Scale 1, to join a strong Economics and Business Studies department.
The school is well situated at the foot of the Marlborough Downs and has an excellent range of sporting facilities including squash courts and a 25m indoor heated swimming pool.
Assistance with removal and lodging allowance in approved cases.
Further details and application form (s.a.e. please) from the Headmaster. (57862) 131822

Computer Studies

Heads of Department

CAMBRIDGESHIRE
HILLS ROAD SIXTH FORM COLLEGE
Hills Road, Cambridge.
HEAD OF COMPUTER STUDIES (SCALE 3).
See main advertisement under Sixth Form and Tertiary Colleges Heads of Department. (58043) 132018

Scale 2 Posts and above

HARINGEY
Progress with Humanity

GLADESMORE COMMUNITY SCHOOL
(This is a new school to be established in September 1983 by the amalgamation of two existing schools in the Borough)
COMPUTER STUDIES, SCALE 2, for September, 1983
An enthusiastic and energetic teacher is required for this post to assist in the teaching of Computer Studies Courses in the Gladesmore Community School. The School will offer a wide variety of well established courses from CSE to 'A' level and one - year courses where computing will be biased towards engineering science and business courses.
The Scale 2 appointee will take responsibility for the computers on one of the sites and share in the responsibility for running computer clubs and examinations throughout the school. The school computer facilities are excellent with a wide variety of machines available.
Please apply immediately by letter, giving curriculum vitae, special interests and the names and addresses of two referees, to the Head Teacher Designate, at The Drayton School, Gladesmore Road, Tottenham N15 6TJ.
London Allowance £939 payable. Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (65933) 132020

ESSEX
THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend-on-Sea SS2 4UY
(Roll 1030)
Tel: (0702) 586123
TEACHER RESPONSIBLE FOR COMPUTER EDUCATION
Scale 2
Required September. Qualified Mathematics teacher to be responsible for the development of Computer Education. Closing date: 30th March 1983.
Application form and further details from Headteacher (foolscap s.a.e. please). (66000) 132020

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
MALET LAMBERT HIGH SCHOOL
James Reckitt Avenue, Hull
Head: I. Andrews, B.A.
Required for September a teacher of COMPUTER STUDIES to teach the subject to 'O' and 'A' level in this 13 - 18 mixed comprehensive school. The subject is very popular and teaching is based on a computer laboratory with 12 micro computers. A Scale 2 post is available but applications from newly qualified teachers are welcome.
Further details and application forms are available from the Head to whom completed forms should be returned by 31st March 1983. (58007) 132020

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover SP10 3AH
11 - 16 Mixed Comprehensive
N.O.R. 1119
Required September, 1983. Scale 2 to be responsible for Computer Education.
Further details from Headmaster. (57534) 132020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex

Tel: 01-599 2600

Head: Mrs. D. Watkins, B.Ed.

Required from September 1983 a teacher of Computer Studies and Science or Mathematics for this 6 F.E. 11 - 18 mixed comprehensive school to be responsible for the teaching of Computer Studies up to 'A' level and to share in the teaching of Science, preferably to include Electronics, or alternatively of Mathematics throughout the school.

The post is on Scale 2 with Outer London Allowance though applications from candidates seeking a first appointment will be considered.

Please apply by letter to the Head, giving full details and the names and addresses of 2 referees by 15th April. (58048) 132020

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (SAE, foolscap) from the Heads at the Schools.
Please quote reference 18/3 on correspondence.

Secondary

King Alfred School, Burnham-on-Sea
(11–18 mixed comprehensive – 1532 on roll)
For September 1983:–
1) Head of Creative Studies (Scale 4) to co-ordinate work in Art, Home Economics, Fashion, Craft, Design and Technology.
2) Head of Humanities (Scale 3) to co-ordinate work in Geography, History, Religious Education, Social Studies and Economics.
3) Head of Physical Education (Scale 3) to be responsible for the development of the PE curriculum for both boys and girls throughout the age and ability range. The School has excellent facilities, including the use of a Sports Centre.
4) Teacher for English (Scale 1) to teach to CSE and 'O' level across the ability range of the School.
5) Teacher for Mathematics (Scale 1) to teach to CSE and 'O' level across the ability range of the School.
6) Teacher of German with French (Scale 1) to teach to CSE and 'O' level across the ability range of the School.
Closing date: 11th April, 1983.

Wadham School, Crewkerne
(13–18 mixed comprehensive, 840 on roll)
For September 1983:
1) Head of Workshop Craft (Scale 3). Strong interest in development of DESIGN TEAM with Art and Home Economics Department essential.
2) Second in English Department/Librarian (Scale 2).
Closing date: 7th April 1983.

For September 1983, Teacher of Mathematics (Scale 1). One year temporary appointment in the first instance, but could be extended.
Closing date: 28th March, 1983.

Buckler's Mead School, Yeovil
(11–16 mixed comprehensive, 1315 on roll)
For September 1983 – HEAD of HOME ECONOMICS Department (Scale 3).
Applications are invited from suitably qualified and experienced teachers for this important post.
Closing date: 28th March, 1983.

Heathfield School, Monkton Heathfield, Tauton
(11–16 mixed comprehensive, 780)
For September 1983:
I. Teacher of PHYSICS and MATHEMATICS, Scale 1 for combined science.
II. Teacher of BOYS' PHYSICAL EDUCATION, Scale 1. A strong subsidiary subject required, but actual subject not important.
Closing date: 28th March, 1983.

Sydenham School, Bridgwater
(11–16 mixed comprehensive, 1020)
For Septener 1983, teacher, Scale 1, to take GEOGRAPHY up to CSE/GCE level and to take part in Integrated Studies in the Lower School. An interest in European Studies would be useful. Temporary appointment for one year only.
Applications by letter to the Head at the School, with curriculum vitae and names of two referees.
Closing date: 31st March, 1983

Court Fields School, Wellington
(11–16 mixed comprehensive 835 on roll)
For September 1983:–
1) Teacher of GEOGRAPHY (Scale 1) on a temporary full-time appointment for one year, to teach Geography throughout the School including 'O' and CSE level.
2) Teacher of CHEMISTRY (Scale 1) on a temporary full-time appointment for one year, to teach Chemistry to 'O' and CSE level and some General Science in the Lower School.
Closing date: 28th March, 1983

Ladymead School, Tauton
(11–16 mixed comprehensive 852 on roll)
For September 1983, Temporary Teacher of German up to 'O' level with French to CSE. This post is to replace a seconded Teacher and is for 1 year in the first instance.
Closing date: 28th March, 1983.

The Kings of Wessex V.C. Upper, Cheddar
(13–18 mixed comprehensive 880, 180 in sixth)
For September 1983:–
Teacher of BUSINESS STUDIES, Scale 1. A specialist in Commerce, Typing and other Business Studies.
Applications by letter to the Head at the School, with curriculum vitae, and names of two referees.
Closing date: 30th March, 1983

Hulsh Episcopl School, Langport
(11–16 mixed comprehensive, 1100)
For Septmber 1983:
i) Teacher of ENGLISH, Scale 1. Temporary appointment for one year.
ii) Teacher of CRAFT, DESIGN TECHNOLOGY/GRAPHICS, Scale 1.
iii) Teacher of HISTORY, Scale 1. To teach across the full age and ability range. CSE/O level work available.
Application by letter to the Head at the school, with curriculum vitae and names of two referees.
Closing date: 31st March, 1983.

Haygrove School, Bridgwater
(11–16 mixed comprehensive, 960 on roll)
For September 1983, Scale 1 post for Girls Physical Education. A variety of Physical Activities are offered. Applicants should indicate their second teaching subjects.
Closing date: 28th March, 1983.

Preston School, Yeovil
(11–16 mixed comprehensive, 1080)
For September 1983, Teacher of MUSIC, Scale 1. Opportunities exist for an enthusiastic well qualified musician to further enhance the high music tradition of the school.
Applications are invited from qualified teachers and students in their final year of training for the following temporary (2 year appointments).
1) Assistant Teacher (Mathematics) Scale 1 Opportunity to join a forward looking Department
2) Assistant Teacher (English) Scale 1. Opportunity to assist in the curriculum development of a major department.
Closing date: 28th March, 1983.

Primary Headship

Cannington V.C. Primary, Cannington, Nr Bridgwater
For September 1983, HEAD for this Group 4 school.
Application form and details (SAE) from the Staffing (7) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date: 31st March, 1983

Primary Deputy Headship

Thurlbear C.E.V.A. Primary, Nr. Taunton
For September 1983, DEPUTY HEAD for this Group 2 School. To teach a class of Reception/Middle Infants. Interest in Music an advantage.
Re-advertisement, all previous applicants reconsidered.
Closing date: 12th April, 1983.

Primary

Ashland C.E.V.C. First, Crewkerne (211)
(5–9 age range)
For September 1983:–
I. Experienced teacher, Scale 1 for lower Infants. Permanent appointment.
II. Teacher, Scale 1, for upper Infants. Temporary appointment for one year.
Applications by letter, as soon as possible, to the Head at the School, with curriculum vitae and names of two referees.

COVENTRY CITY COUNCIL

Assistant Teachers

Required September 1983 at:
1) FINHAM PARK MIXED COMPREHENSIVE SCHOOL
Green Lane, CV3 6EA (1,350 on roll)
a) BUSINESS STUDIES, Acting Head of Department Scale 3 for 1983/84 during secondment of permanent postholder. Candidates should be able to teach 'A' level Business Studies and CSE/'O' level Commerce. Some knowledge of BEC General Certificate course would be an advantage.
b) HEAD OF GEOGRAPHY Scale 3, to lead a department of 5 teachers. The school at present enters pupils for the Schools Council 14–18 Project Syllabus. The successful candidate will be expected to contribute to the curriculum development of social and environmental elements in new courses for 14–19 year olds and undertake field work. Further details available from Head Teacher at the school, Tel: 0203 418135.
2) STOKE PARK SCHOOL & COMMUNITY COLLEGE
Dane Road, CV2 4JW (1,040 on roll)
Applications are invited from suitably qualified staff to teach ENGLISH throughout the school to CSE, 'O' and 'A' levels and be responsible for Drama. Scale 2.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the School concerned within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

SECONDARY ART AND DESIGN
continued

SUFFOLK

SIR JOHN LEMAN HIGH SCHOOL, Ringsfield Road, Beccles NR34 9PG. (Roll 1120, 13 - 18 Comprehensive) CO-ORDINATOR OF COMPUTER EDUCATION. Required for September 1983. Co-ordinator of Computer Education. Scale 3 or 3 (depending on qualifications and experience). The school runs well established computer studies courses at CSE and 'O' level, but now needs a specialist to develop computers over the whole curriculum and for all its pupils. Closing date 28 March 1983

LEISTON HIGH SCHOOL Seaward Avenue, Leiston IP16 4BG 13 - 18: 730 pupils. Required from September 1983. Teacher in charge of COMPUTER STUDIES Scale 2, for flourishing department equipped with 6 computers and terminal link in specialist room. Successful courses to C.S.E. and 'O' levels, further development in the 6th form, the M.E.P. programme and other subject areas will be vigorously supported. Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (95327) 132020

Scale 1 Posts

ESSEX

THE HARWICH SCHOOL Hall Lane, Dovercourt, Harwich Group 12 (Roll 1500, 11 - 18) Tel: Harwich 6272 COMPUTER STUDIES Scale I Required September. Graduate qualified teacher of Computer Studies. Experienced person sought who has taught the subject to 'A' level. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (65999) 132022

GUILDFORD

ROYAL GRAMMAR SCHOOL Guildford (HMC, day, 700 boys 11 to 18) Required in September, a Graduate to assist in the further development of computing. The RGS is already a leading school in this field. The successful candidate will also teach another subject, preferably Mathematics or Science. Salary: Burnham Scale plus Scale 2 available for appropriately qualified and experienced candidate. Possibility of help with accommodation. Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB, from whom further details of the post are available. (64731) 134022

HAVERING

LONDON BOROUGH OF HAVERING THE COOPERS' COMPANY AND COBORN SCHOOL St. Mary's Lane, Upminster, Essex. Voluntary Aided. 6 F.E. Mixed. Required September 1983 an enthusiastic teacher as second member of the COMPUTER STUDIES Department. Scale 2 or 1, according to qualifications and experience, to teach 'O' and 'A' level computing. Initially the post will involve about a half-timetable of mathematics up to 'O' level. The school uses APPLE and BBC microcomputers and commenced courses in 'O' level Computing in September 1983. Courses for 'A' level will start in September 1983. Applications for a temporary post for the Summer Term will be considered. Applications with full curriculum vitae to the Headmaster as soon as possible naming two referees. London Allowance £618. (54459) 132022

LEICESTERSHIRE

KING EDWARD VII UPPER SCHOOL Burton Road, Melton Mowbray, Leics

PHYSICS/COMPUTER STUDIES

Please see Secondary Scale 1 Science. (65178) 132022

OXFORDSHIRE

COUNTY COUNCIL KING ALFRED'S SCHOOL AND WANTAGE SIXTH FORM Portway, Wantage (Group 11) Mixed Comprehensive required for September 1983. Teacher of Computer Studies. 'A' Level work available for suitably qualified applicant. Apply to the Headteacher giving details of qualifications and experience with names and addresses of two referees. S.A.E. please. (58067) 132022

Economics

Scale 1 Posts

BLACKHEATH

BLACKHEATH HIGH SCHOOL and BROMLEY HIGH SCHOOL. ECONOMICS GRADUATE with good GEOGRAPHY required in September.... see under Independent Schools. (19722) 132222

CROYDON

THE OLD PALACE SCHOOL Croydon

Required for September 1983, Honours GRADUATE to develop a Sixth Form Advanced level ECONOMICS course. Experience of Advanced level teaching is essential. This post will be part-time. Scale 2 post for a suitably qualified candidate. Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (65653) 132222

HERTFORDSHIRE

RICHARD HALE SCHOOL Hale Road, Hertford Five form entry boys' school. Sixth form 200. Scale 1 teacher of Economics required for September 1983 up to 'A' Level. State second teaching subject. Apply to the Headmaster with Curriculum Vitae and names of two referees. (19645) 132222

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT THANET DIVISION DANE COURT GRAMMAR SCHOOL Broadstairs ECONOMICS TEACHER - SCALE 1 Required for September 1983, a well qualified graduate to teach Economics to 'A' level. Since Economics is only taught at Sixth Form level, an ability to relate easily to students of 17 - 19 is essential. Ability to contribute to the teaching of Sociology is desirable. Dane Court is a co-educational, selective school (top 24%) of 1180 pupils (300 in the Sixth Form) housed in modern buildings in a pleasant residential district. Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae should be sent to the Head Master by 30th March 1983. (19675) 132222

NORTH YORKSHIRE

COUNTY COUNCIL ERMYSTEDS GRAMMAR SCHOOL Gargrave Road, Skipton BD23 1PL 11 - 18 boys grammar school Required for September 1983, an Assistant Teacher to introduce ECONOMICS into the Sixth Form curriculum, together with Geography and/or Mathematics to junior forms. Scale 1 appointment with a possibility of Scale 2 as the subject expands. Apply by letter giving full curriculum vitae and the names and addresses of two referees to the Headmaster at the school. (19635) 132222

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September unless otherwise stated:

BRYN HAFREN COMPREHENSIVE SCHOOL FOR GIRLS, BARRY (11-18) 10 FORM ENTRY
SPECIAL EDUCATION: SCALE I

Required from May 1983, suitably qualified teacher to assist with teaching of Special Education in years 3, 4 and 5. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.

WHITCHURCH HIGH SCHOOL CARDIFF (11-18) 12 FORM ENTRY
(a) HEAD OF GEOGRAPHY & GEOLOGY: SCALE 4
(b) HEAD OF MUSIC: SCALE 3

The above appointments are required for September due to retirement. There are 2,000 pupils on roll with a sixth form of 300.

HEATHFIELD HOUSE RC HIGH SCHOOL FOR GIRLS (11-18 COMPREHENSIVE) 4 FORM ENTRY
HEAD OF BIOLOGY: SCALE 3

Honours Graduate to teach the subject throughout the school, including C.S. and 'A' levels. Applicants should have good teaching experience and organising ability.

ST ILLTYD'S RC COLLEGE FOR BOYS, CARDIFF (11-18 COMPREHENSIVE) 4 FORM ENTRY
HEAD OF ENGLISH: SCALE 4

Suitably qualified experienced teacher for this large and flourishing Department. Ability to teach R.E. in the Sixth Form would be desirable, as also a commitment to extra-curricular activities.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

L. J. A. Cule, Director of Education, Education Offices, Kingsway, Cardiff.

English

Heads of Department

BERKSHIRE

THE DOWNS SCHOOL Compton, Nr. Newbury, Berks. N.O.R. 520 Required September 1983 HEAD OF ENGLISH (Scale 3) for this 11 - 16 rural comprehensive school. In addition to proven ability and wide experience, candidates should have the enthusiasm and energy to develop a well established department. Application forms from Headmaster (sae). Closing date 30 March 1983. Berkshire County Council is an equal opportunity employer. (57501) 132418

BERKSHIRE

PARK HOUSE COMPREHENSIVE SCHOOL 239 Andover Road, Newbury, Berks RG14 6NQ. N.O.R. 900 Required September 1983 HEAD OF ENGLISH (Scale 3) for this well-established 11 - 16 comprehensive school. Application forms and further details (sae) obtainable from headmaster. Closing date 6 April 1983. Berkshire County Council is an equal opportunity employer. (65882) 132418

DEVON

Please see displayed advertisement on page 61 (57806) 132418

ESSEX

COUNTY HIGH SCHOOL FOR GIRLS (GRAMMAR) Norman Way, Colchester CO3 3US (Roll 640, 170 in Sixth) Tel: Colchester 76973 HEAD OF ENGLISH DEPARTMENT

Scale 4 (Re-advertisement) Required September. Honours Graduate, well qualified with teaching experience to Oxbridge Scholarship level, good organising ability. Interest in Drama useful. Closing date: April 1st. Application forms and further details from Headteacher (foolscap s.a.e. please). (19702) 132418

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT SWALE DIVISION ROWENA HIGH SCHOOL FOR GIRLS Swanstree Avenue, Sittingbourne Roll 730 Head of Department for English Scale 3/4, dependent upon experience, required for September. An enthusiastic, experienced teacher with ideas is sought to lead a well established, strong department. Present courses include C.S.E. and G.C.E. 'O' level work. Interviews for appointment dependent on anticipated resignation of present Head of Department now on maternity leave. Apply by letter before 29th April to the Headmistress, naming two professional referees. Foolscap S.A.E. please. (19676) 132418

ST HELENS

EDUCATION COMMITTEE

SUTTON HIGH SCHOOL

(11 - 18 years mixed Comprehensive; 1,290 on roll, 43 in sixth form) Elton Head Road, St Helens, Merseyside

HEAD OF ENGLISH (SCALE 4)

Required for September, 1983, to lead a large department offering a full range of courses up to 'A' level. Excellent new purpose-built accommodation.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible.

This is a re-advertisement & previous applicants will automatically be considered. (58163) 132418

WALSALL

METROPOLITAN BOROUGH EDUCATION COMMITTEE SHIRE OAK COMPREHENSIVE SCHOOL Lichfield Road, Walsall Wood, Walsall WS9 9PA Required for September, 1983 HEAD OF ENGLISH AND DRAMA, SCALE 4, to head a team of specialist teachers of the subject. The post requires a well qualified and enthusiastic teacher with considerable experience of teaching the whole ability range. The English Department has an excellent record of examination success and is actively involved in curriculum development. The successful applicant must be able to maintain this tradition. The vacancy is caused by promotion to a deputy headship. Closing date 18th April, 1983. Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of an s.a.e. This Authority is an equal opportunity employer. (19584) 132418

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER McENTEE SENIOR HIGH SCHOOL Billet Road, London E17 Headmaster: G.P. Jones Required for September 1983. HEAD OF ENGLISH SCALE 4 (plus Outer London Allowance) required in this Comprehensive School for pupils aged 14 - 19 years (800 on roll). The English Department is large, well staffed, and offers work ranging across the full ability range from remedial to G.C.E. 'A' Level. Please apply by letter, enclosing C.V. and names of two referees to the Headmaster. Ref. No: P85/81. (57724) 132418

Scale 2 Posts and above

BARNET

(LONDON BOROUGH) ST. MARY'S C.E. SCHOOL Downage, Hendon NW4 Tel: 01-203 2827 V.A. Mixed Comprehensive. Roll 830, Sixth Form 120 Required September 1983 well-qualified colleague to teach ENGLISH throughout the school with special responsibility for Drama. Scale 2. Strong tradition of drama and musical productions. Good stage and drama studio. In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Application forms and further particulars from Headmaster. S.A.E. Director of Educational Services. (65926) 132420

CAMBRIDGESHIRE

SAWSTON VILLAGE COLLEGE Required for September experienced teacher as DEPUTY HEAD OF THE ENGLISH DEPARTMENT (Scale 3). Interest in Drama in this 9 form entry, 11 - 16 Comprehensive Community College with excellent facilities situated seven miles south of Cambridge. Apply by letter to Warden, Village College, New Road, Sawston, Cambridge CB2 4BP with full c.v. and names/addresses of two referees. (Details available). S.A.E. (58044) 132420

DEVON

Please see displayed advertisement on page 61. (57808) 132420

ESSEX

TABOR HIGH SCHOOL Courtauld Road, Braintree CM7 6BQ Tel: Braintree 23701 (Roll 1297) SECOND-IN-CHARGE OF ENGLISH DEPARTMENT Scale 3 Required September. Closing date: 1st April 1983. Further particulars from Headmaster (s.a.e. please).

ALEC HUNTER HIGH SCHOOL (Roll 1134) Stubbs Lane, Braintree Tel: 0376 21813 ENGLISH Scale 2 Required September 1983, enthusiastic Teacher of English to teach across the full age and ability range. Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (57721) 132420

WILTSHIRE
COUNTY COUNCIL

KINGDOWN COMPREHENSIVE SCHOOL
Warminster

(Mixed, 11 - 18, 1450 pupils)

Required for September 1983, a Teacher of English (Scale 2) to assist in the development and organisation of resource material and to teach across the full ability range. The English Department consists of a team of nine full-time specialists intent on extending the range of shared materials in use within the department and consolidating effective learning.

Apply as soon as possible for application forms and further details from the Headmaster. (Please send large stamped addressed envelope). (58063) 132420

Scale 1 Posts

BARNET

(LONDON BOROUGH) EAST BARNET SCHOOL Chestnut Grove, Cat Hill, East Barnet, Herts Tel: 01-440 4162 Mixed Comprehensive. Roll 1070. Sixth Form 170. Nr. Cockfosters Tube Stn. and New Barnet Stn. Required September 1983, qualified ENGLISH Graduate to teach A. O-level and CSE English Sets in the Upper School. A genuine interest in teaching and producing drama is also essential. Scale 1. In approved cases assistance may be given towards the payment of removal expenses and separation allowances. Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Director of Educational Services. (65928) 132422

BERKSHIRE

SANDHURST SCHOOL Owlsmoor Road, Sandhurst, Camberley, Surrey GU15 4SD N.O.R. 1100, 11 - 18 mixed comprehensive. Required September TEACHER OF ENGLISH (Scale 1) to teach integrated Humanities in the Lower School and English in the Middle and Upper School. Apply by letter to the Headmaster giving full curriculum vitae and quoting two referees (sae). Closing date 6 April 1983. Berkshire County Council is an equal opportunity employer. (57504) 132422

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL BELLE VUE GRAMMAR SCHOOL. Comprehensive mixed 13 - 18 years, 1025 on roll, 150 in Sixth Form Required for September 1983 at this school set near the Dales, a teacher of English Scale 1. The post is temporary for one year because of secondment. The person appointed will be involved with all ability ranges up to 16 and should be conversant with GCE 'O' level, CSE and 16+ examinations. Knowledge of City and Guilds Foundation courses would be an added advantage, but is not essential. Application forms may be obtained (sae please) from the Headteacher, John D Anderson, MA, Belle Vue Grammar School, Wagon Lane, Bingley, West Yorkshire BD16 1E. to whom completed forms should be returned by 11th April 1983. Reference LT 17/85/TES. Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (57650) 132422

BRISTOL

FILTON HIGH SCHOOL

New Road, Stoke Gifford, Bristol, BS12 6QT

(Co-educational comprehensive school, 11 - 18, 1400 pupils)

Required for APRIL, 1983. A TEACHER OF ENGLISH (Scale 1) to teach all ages and abilities including A level in a strong department. Interest in extra curricular activities will be an advantage.

The successful applicant will be expected to act as a tutor to a mixed ability tutor group in a well established House system.

Applications by letter to the Headmaster enclosing a curriculum vitae and the names of two referees. (54455) 132422

BRISTOL

FILTON HIGH SCHOOL, New road, Stoke Gifford, Bristol, BS12 6QT

(Co-educational comprehensive school, 11 - 18, 1400 pupils)

Required for SEPTEMBER, 1983, A TEACHER OF ENGLISH and DRAMA (Scale 1) to teach all ages and abilities including English to A level in a strong department. Ability to teach Drama essential. Interest in extra curricular activities will be an advantage.

The successful applicant will be expected to act as a tutor to a mixed ability tutor group in a well established House system.

Applications by letter to the Headmaster enclosing a curriculum vitae and the names of two referees. (54462) 132422

BROMLEY

LONDON BOROUGH OF BROMLEY KEMNAL MANOR SCHOOL Sevenoaks Way, Sidcup, Kent DA14 5AA. Required for 14th April 1983 or as soon as possible thereafter for a temp. appointment to 31 August 1983 only, teacher of English. Application forms available from the Headmaster at the School (foolscap s.a.e. please), to whom completed forms should be returned by 31st March 1983. (19590) 132422

DEVON

Please see displayed advertisement on page 61. (57813) 132422

EALING

LONDON BOROUGH EDUCATION SERVICE WALFORD HIGH SCHOOL Bengarth Road, Northolt, Middlesex Required for the Summer term on a one term temporary contract a teacher of English Scale 1. London Weighting payable. Application forms from the Head at the school (SAE) to be returned by 25th March 1983, or telephone 01-841 4511. (57630) 133422

EAST SUSSEX

HAILSHAM SCHOOL Battle Road, Hailsham, East Sussex BN27 1DT (Comprehensive Mixed 11 - 18 1500 on roll) Required September 1983 Teacher of English to teach at all levels in the school, to interest in drama an advantage. (Scale 1). Relocation grants available in approved cases. Application forms and further details (S.A.E. please) from the Headmaster. Closing date 28th March 1983 (19595) 132422

ENFIELD

LONDON BOROUGH OF ENFIELD THE LATYMER SCHOOL Haselbury Road, London N9 9TN Voluntary Aided Grammar School (1250 boys and girls: 300 in Sixth Form) Required September, 1983, MASTER/MISTRESS (Scale 1) well-qualified to teach ENGLISH throughout the School to University entrance. There are about 40 'A' level candidates per year. All pupils follow an academic course. There are excellent libraries, music and drama are prominent in the life of the School. London Allowance, £615. Letters of application (no forms) should be sent to the Headmaster at the School, stating experience and qualifications, together with names of two referees. (65945) 132422

ESSEX

DAVENANT FOUNDATION SCHOOL (Roll 700, 120 in Sixth Form, V/A Co-Ed Comp) Chester Road, Loughton IG10 2LD Tel: Theydon Bois 2608 ENGLISH Scale 1, plus London Fringe Allowance. Required September 1983, suitably qualified Teacher to join a Department of four. Experience of C.S.E. work and Drama would be an advantage. Closing date: 31st March 1983. Apply to the Headmaster at the School for further details (foolscap s.a.e. please).

HELENA ROMANES SCHOOL (Roll 1380) Parsonage Downs, Great Dunmow Tel: 0371 2560, 3361/2 TEACHER OF ENGLISH Scale 1 Required for September, well qualified specialist teaching to at least 'O' level; strong, lively department. Rural co-educational school midway London - Cambridge. Please apply without delay to the Head at the school with names, addresses and telephone numbers of two referees (foolscap s.a.e. please).

LAINDON SCHOOL (Roll 1300) Laindon, Basildon SS15 6DD Tel: Basildon 45871 ENGLISH Scale I Honours Graduate to teach English throughout the school to 'A' level. Interest in drama essential. Required 1st September 1983. C.V. and letter, names of two referees to Headmaster (foolscap s.a.e.). (57747) 132422

HAMPSHIRE

COURT MOOR SCHOOL Spring Woods, Fleet, Hampshire (Comprehensive Mixed 11 - 16) N.O.R. 1100 Required for April or September 1983 Scale 1 post English Teacher who is able to develop Courses in 16+ and/or Media Studies. Closing Date 28th March 1983. Letter of application nominating two professional referees to Head Teacher with stamped addressed envelope for details. (57785) 132422

HERTFORDSHIRE

THE BISHOP'S STORTFORD HIGH SCHOOL London Road, Bishop's Stortford, Herts CM23 3LU. Tel: Bishop's Stortford (0279) 54827 11 - 19 School; 685 boys; growing VIth Form ENGLISH GRADUATE Young, lively applicant required for September to teach up to Scholarship level. An interest in Drama would be appreciated as would an ability to take Games in a flourishing school sporting tradition. with a good English tradition. Intending applicants are encouraged to acquire full details from the Headmaster (Tel. or SAE). When application is made (within eleven days of the appearance of this advertisement), please include a curriculum vitae and the names of two referees. (65893) 132422

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS
SCALE 3 POST

N.W.218 ST. MARY'S RC COMPREHENSIVE SCHOOL (No. on roll: 920; 11–18 years) Menston, Ilkley, LS29 6AE Head Teacher: Mr J. J. Dalton, BA Telephone: Guiseley 72951

Required for September 1983: ASSISTANT CO-ORDINATOR for pupils with special educational needs. Good academic, preferably specialist, qualifications and experience in testing and assessing required. Application form, with further details, from Head Teacher returnable to the Chairman of Governors, Monsignor J. T. Dunne, SS. Peter and Paul Presbytery, 23 New Road Yeadon, LS19 7HW. Closing date for receipt of application is 31st March, 1983

SECONDARY ENGLISH
continued

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT CANTERBURY DIVISION HERNE BAY SECONDARY SCHOOL (mixed 11 - 18 years 1135 pupils) Assistant Teacher for English (salary Scale 1) required for September 1983. Application forms and further details from the Head Teacher at the school in Bullockstone Road, Herne Bay. (19677) 132422

NORFOLK

EARLHAM SCHOOL Earlham Road, Norwich NR4 7NU

Scale 1

Graduate Teacher of English

required September 1983. Ability to teach Drama an added recommendation.

Application forms and further details on receipt of a foolscap s.a.e. from the Headmaster to whom completed forms should be returned by 31st March 1983. (58019) 132422

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE TYNEMOUTH COLLEGE Queen Alexandra Road West, North Shields NE29 9BZ Principal: Mr. D.R. Brenchley M.A.

Required for 1st September, 1983. Scale 1 TEACHER OF ENGLISH. The post has a substantial 'A' Level teaching commitment. Tynemouth College is a sixth form college with 600 students on roll. Application forms are available on receipt of a s.a.e. from the Principal to whom they should be returned as soon as possible. (57715) 132422

NORTH YORKSHIRE

COUNTY COUNCIL BEDALE SCHOOL Fitzalan Road, Bedale DL8 2EQ 11 - 16 Comprehensive - 750 on roll Required for September 1983, a teacher of ENGLISH (Scale 1) to teach the subject across the age and ability range of this school. Apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster at the school. Further details available on receipt of s.a.e. (19639) 132422

SHROPSHIRE

EDUCATION COMMITTEE CHARLTON SCHOOL Severn Drive, Wellington, Telford, Shropshire TF1 3LE Required for September, TEACHER OF ENGLISH, SCALE 1. To join a very effective department. Examination work available in second year of tenure. Further details from the Head (S.A.E.). (57884) 132422

SHROPSHIRE

EDUCATION COMMITTEE THE UPPER SCHOOL Stirchley (13 - 18) District Centre, Stirchley, Telford, Shropshire TF3 1FA Scale 1 teacher required September. Graduate TEACHER OF ENGLISH to join lively department team largely resource based. Application forms and further particulars available from the Head Master (sae). (19656) 132422

SHROPSHIRE

EDUCATION COMMITTEE BRIDGNORTH ENDOWED SCHOOL Northgate, Bridgnorth WV16 4ER 11 - 18 Comprehensive, 1025 on roll, 140 in sixth form. Full time scale 1 TEACHER OF ENGLISH required from September 1st 1983 to teach throughout the ability range. Opportunities for examination work. The ability to assist with the teaching of Drama an advantage. Contact Head Master for application forms and details (sae). (19657) 132422

SHROPSHIRE

EDUCATION COMMITTEE ERCALL WOOD SCHOOL Golf Links Lane, Wellington, Shropshire TF1 2DU 11 - 16 Comprehensive School, 620 pupils Required for September 1983, a lively and enthusiastic graduate ENGLISH TEACHER/LIBRARIAN. Sae to Head Master for application form and details. (19661) 132422

STAFFORDSHIRE

EDUCATION COMMITTEE EDGECLIFF COMPREHENSIVE SCHOOL Enville Road South, Kinver, Nr. Stourbridge, West Midlands DY7 6AA Required for April, 1983, if possible, graduate teacher of ENGLISH (Scale 1) to join a lively department in the teaching of English to C.S.E. 'O' and 'A' level in this well established rural comprehensive school. Application forms obtainable from and returnable to the Headteacher (s.a.e.). All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (57793) 132422

SUFFOLK

DEBEN HIGH SCHOOL (11 - 18 Mixed Comprehensive, number on roll 938 with 135 in the Sixth Form) Garrison Lane, Felixstowe IP11 7RF TEACHER of ENGLISH SCALE 1 required September, 1983. Closing date a fortnight after the appearance of this advertisement. Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned (19670) 132422

WILTSHIRE EDUCATION COMMITTEE THE RIDGEWAY SCHOOL Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR Tel: Swindon (0793) 812824 Required for September 1983 at this well-established purpose-built mixed 11 - 18 comprehensive school with 1300 on roll. Well qualified specialist teacher of ENGLISH, Scale 1, to join a lively department. Ability to teach to 'A' and 'S' level is essential, together with an interest in teaching mixed ability classes up to the 3rd year. The school is well situated at the foot of the Marlborough Downs and has an excellent range of sporting facilities including squash courts and a 25m indoor heated swimming pool. Assistance with removal and lodging allowance in approved cases. Further details and application form (s.a.e. please) from the Headmaster. (57861) 132422

WOLVERHAMPTON
BOROUGH COUNCIL

EDUCATION COMMITTEE

Temporary Teachers of English, Scale 1, required for the Summer Term at the following schools:-

HALL GREEN (11 - 16 Comprehensive School)

MORETON SCHOOL (11 - 18 Comprehensive School)

Application forms are available from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (57603) 132422

Geography

Heads of Department

CUMBRIA

COUNTY COUNCIL EHENSIDE SCHOOL Tomerton Street, Cleator, Cumbria CA23 3EN (mixed comprehensive 11 - 16 years 635 on roll) Required for September 1983, Head of Geography Department, Scale 2, S.P.A. allowance payable. Further details and application forms (s.a.e. please) from the Head at the school, to whom completed forms should be returned to by 11 April 1983. (65863) 132618

DEVON

Please see displayed advertisement on page 61. (57805) 132618

SURREY

EDUCATION COMMITTEE WOODHATCH SCHOOL Pendleton Road, Reigate 12 - 16 mixed comprehensive N.O.R. (January 1983) 552 GEOGRAPHY Head of Department, Scale 3 Required April or September 1983 to teach subject to 'O' level and C.S.E. Interest in CAREERS WORK would be an advantage. Apply to the Headmaster - Tel: Reigate 43166. (19623) 132618

Scale 2 Posts and above

HARINGEY

Progress with Humanity

GLADESMORE COMMUNITY SCHOOL (To be formed by the amalgamation of Drayton & High Cross Schools) Required for September 1983. SECOND IN CHARGE OF THE GEOGRAPHY DEPARTMENT (Scale 2) Applications are invited from suitably qualified persons for a Scale 2 post as second-in-charge of the Geography Department, to assist the Head of Geography who will act as Head of the Humanities Faculty. Varied experience is less important than the requirement for an energetic personality interested in developing a dynamic Geography Department in the new Gladesmore School. An interest and commitment to the Community School is desirable. The post will provide excellent opportunities for those preparing for future promotion. Short-listed candidates will be invited to meet the Headteacher Designate prior to the interview. Please apply immediately to the Headteacher Designate at The Drayton School, Gladesmore Road, Tottenham N15 (Tel: 800 0884). A detailed job description is available on request. London Allowance £939 payable. Removal Expenses 100% allowed in approved cases. Haringey is an equal opportunity employer. (65931) 132620

LANCASHIRE

LANCASTER ROYAL GRAMMAR SCHOOL (Voluntary Aided 875 boys including 190 boarders and Sixth Form of 250) Required for September 1983, well qualified graduate to teach GEOGRAPHY throughout the school to Oxbridge scholarship level. Scale 2.

Four in department. Ability to assist with games and/or C.C.F. an additional recommendation. Residential accommodation free of rent available for a bachelor prepared to undertake some boarding duties.

Apply by letter, giving full curriculum vitae and the names of two referees, to the Headmaster, Royal Grammar School, Lancaster. (57887) 132620

Scale 1 Posts

BLACKHEATH

BLACKHEATH HIGH SCHOOL and BROMLEY HIGH SCHOOL. GEOGRAPHY GRADUATE with a good qualification............See under Independent Schools. (19724) 132622

DEVON

Please see displayed advertisement on page 61. (57810) 132622

CALDERDALE

METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT CALDER HIGH SCHOOL Brier Hey Lane, Mytholmroyd, Hebden Bridge HX7 5QN

Required from August 1983 for the 1983/84 academic year, a temporary teacher of GEOLOGY (Scale 1) to teach to 'A' level in this 11 - 18 comprehensive school. Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 8th April 1983. (58053) 132622

ENFIELD

LONDON BOROUGH OF ENFIELD ALBANY SCHOOL Bell Lane, Enfield, Middx (8 form entry mixed comprehensive) Roll 1250

Required for April 1983, teacher of GEOGRAPHY (Scale 1), to teach throughout the school. In years 1 and 2 Geography is integrated with other Social Studies subjects. Field work is an essential part of the C.S.E. and G.C.E. courses. This is a temporary post for the Summer Term. London Allowance, £615. Application forms (foolscap SAE) obtainable from The Head Teacher, to whom they should be returned as soon as possible. (57843) 132622

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Secondary

Okehampton School and Community College,
Mill Road, Okehampton, EX20 1PW.
(Roll 1313)

Head (Group 12)
Required September 1983, to also act as Warden of the Community College for which an allowance of 10% of annual Burnham salary is payable. Application forms (s.a.e. required) and further details from the Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 7th April, 1983.

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DEPUTY HEADTEACHERS
Primary

Widey Court Primary School,
Widey Lane, Crownhill, Plymouth, PL6 5JS.
(Roll 420)

Deputy Head (Group 6)
Required September 1983, with wide experience, particularly of the Early Years, who is capable of leading Senior Management and being responsible for reviewing and consolidating policies throughout the school. The successful candidate will be expected to contribute to all aspects of school life as well as to the pastoral organisation of the school. Candidates should state fully their areas of interest. Closing date 30th March, 1983.

Exeter Countess Weir (5–8 Years) First School,
Lower Weir Road, Exeter, EX2 7BR.
(Roll 134)

Deputy Head (Group 3)
Required September 1983. An interest in general curriculum development. Ability to give leadership in specific areas. Closing date 1st April, 1983.

Exeter Cowick (5–8 Years) First School,
Cowick Street, Exeter.
(Roll 153)

Deputy Head (Group 3)
Required September 1983 an enthusiastic, experienced and imaginative first school teacher to be responsible for a major area of the curriculum. Closing date 8th April, 1983.

St. Boniface's R.C. (Aided) Primary School,
Cecil Street, Plymouth, PL1 5HW.
(Roll 100)

Deputy Head (Group 3)
Required September 1983. Applications are invited from practising Roman Catholics who are suitably qualified and experienced teachers willing to teach the early years including reception. Closing date 30th March, 1983.

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DEPUTY HEADTEACHERS
Special

Exmouth Courtenay School,
Stoke Lyne House, Withycombe, Exmouth, EX8 4DE.
(Roll 23)

Deputy Head (Group 4(S))
Required September 1983 for this ESN(S) School. Applicants must be trained qualified teachers with experience of working with educationally sub-normal pupils. Preference will be given to applicants who have obtained an additional teaching qualification in the education of handicapped pupils. Closing date 1st April, 1983.

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SCALE POSTS
Secondary

Coombe Dean School,
Charnhill Way, Elburton, Plymouth, PL9 8ES.
(Roll 920)

Scale 4 – Head of Science
Graduate required September 1983 as Head of the Faculty of Science. Candidates should have a thorough understanding of the sciences and the ability to teach pupils of all levels of ability. The successful candidate must be able to teach Chemistry to G.C.E. 'A' level. Closing date 30th March, 1983.

Okehampton School and Community College,
Mill Road, Okehampton, EX20 1PW.
(Roll 1313)

Scale 3 – Head of Geography
Required September 1983 to join Department with established 14–18 project courses and including Sixth Form work.

Dawlish School,
Elm Grove Road, Dawlish.
(Roll 815)

Required September 1983. Closing date 31st March, 1983.

(1) **Scale 3 – Head of Modern Languages** – To teach Spanish and French to 'O' and C.S.E. level.

(2) **Scale 2 – Biology** – To teach to 'O' and C.S.E. level, with special responsibility for combined science in Years 1 and 2 and liaison with primary schools.

Tiverton William Shapland (9–13 Years) Middle School,
Barrington Street, Tiverton
(Roll 350)

Scale 3 – Head of English and Library Resources
Required September 1983. The successful candidate will also be a Year Head. Closing date 8th April, 1983.

Honiton (11–18 Comprehensive) Community College,
School Lane, Honiton, EX14 8QW.
(Roll 890)

Scale 3 – Head of Craft, Design and Technology – (Re-advertisement)
Required September 1983. Experience of modern technology essential. Previous applicants should re-apply. Closing date 1st April, 1983.

Scale 2 – English – Team Leader
Required September, 1983 to share administrative and curricular responsibilities. Closing date 1st April, 1983.

Coombe Dean School,
Charnhill Way, Elburton, Plymouth.
(Roll 920)

Scale 1 (Two Posts)
Required September 1983. Closing date 30th March, 1983.

(1) **Girls' P.E.** – Candidates should state their second subject.

(2) **Geography** – To teach throughout the school to G.C.E. 'O', 'A' and Scholarship levels and Geology to G.C.E. 'O' level.

Okehampton School and Community College,
Mill Road, Okehampton, EX20 1PW.
(Roll 1313)

Scale 1 (3 Posts)
Required September 1983. Closing date 30th March, 1983.

(1) **Physics** – To join Department where Nuffield Physics is taught throughout and Physics and Engineering Science taught at 'A' level. Interest in Engineering or Electronics desirable. Sixth form teaching available.

(2) **Craft/Design/Technology (Wood Bias)** – To join forward looking department and develop imaginative design based courses.

(3) **English**

Brixham Churston Grammar School,
Greenway Road, Churston Ferrers, Brixham, TQ5 0LN.
(Roll 652)

Scale 1 – Mathematics
Required for September, 1983. Closing date 25th March, 1983.

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SCALE POSTS
Primary

Brixham, Furzeham County Primary School,
Higher Furzeham Road, Brixham, TQ5 8BL.
(Roll 374)

Scale 2 – Juniors
Required for September 1983, with ability to organise and develop learning resources, throughout School. Knowledge and willingness to develop use of microcomputers an advantage. Closing date 31st March, 1983.

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SCALE POSTS
Special

Millford School (ESN(S)),
Rochford Crescent, Ernesettle, Plymouth, PL5 2PY.
(Roll 108)

Scale 2(S)
Required September 1983, teacher with special training and wide experience to work in the Middle School (age range approx. 9–14 years). Scale 2(S) post is available for a suitable applicant able to accept responsibilities in one or more of a wide range of areas which could include Drama, Music, P.E., Language Development, Children with Special Needs, etc. Candidates may also offer alternative skills. Closing date 30th March, 1983.

Exmouth Courtenay School,
Stoke Lyne House, Withycombe, Exmouth, EX8 4DE.
(Roll 23)

Scale 2(S) – General Subjects
Required September 1983 to be responsible for Music and Drama Therapy Programme throughout the school. Closing date 1st April, 1983.

DEVON

SECONDARY GEOGRAPHY
continued

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL BECKFOOT GRAMMAR SCHOOL
Comprehensive, mixed 13 - 18 years, 1025 on roll, 153 in the Sixth Form
Required for September 1983 at this school set near the Dales, a well qualified and energetic teacher able to offer Geography to Advanced Level.
The successful candidate will teach throughout the full age and ability range of this co-educational, comprehensive upper school.
The ability to teach Economics at least to 'O' level is desirable and would be an additional recommendation. This is a Scale 1 post, temporary for one year due to secondment.
Application forms may be obtained (s.a.e. please) from the Headteacher, John D. Anderson, MA, Beckfoot Grammar School, Wagon Lane, Bingley, West Yorkshire BD16 1EE to whom completed forms should be returned by 11th April 1983.
Reference ET13183/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability, unless otherwise stated. (57647) 132622

CAMBRIDGESHIRE
COLERIDGE COMMUNITY COLLEGE
Required from September, teacher of GEOGRAPHY (Scale 1) in this 11 - 16 comprehensive school (Roll 674).
Application forms/details from Principal, Coleridge Community College, Radegund Road, Cambridge CB1 3RJ. (Large s.a.e.). (54474) 132622

EALING
LONDON BOROUGH EDUCATION SERVICE WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middx
Required for the Summer Term 1983 on a one term temporary contract, a teacher of GEOGRAPHY. Scale 1.
London Weighting payable.
Application forms available from the Head at the school (SAE), or Tel: 01-841 4511, to be returned by 25th March. (57752) 132622

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT
(Comprehensive Mixed 11 - 18 1500 on roll)
Required September 1983. Teacher of Geography to teach at all levels in department. Scale 1.
Relocation grants available in approved cases.
Application forms and further details (S.A.E. please) from Headmaster. Closing date 28th March 1983. (19594) 132622

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road, Farnborough, Hampshire (Comprehensive Mixed 11 - 16)
N.O.R. 947
Required for September 1983, Scale 1 post.
Teacher for Geography - knowledge of or interest in C.Y.S.L. would be an advantage.
Closing date 28th March 1983.
Letter of application nominating two professional referees to Head Teacher, with s.a.e. for details. (57539) 132622

HILLINGDON
LONDON BOROUGH OF HILLINGDON
MELLOW LANE SCHOOL
Hewens Road, Hayes End, Hayes, Middlesex UB4 8JP
(Number on roll 1047 - 133 in Sixth Form)
Temporary Appointment
Required for Summer Term 1983, a teacher of GEOGRAPHY (Scale 1) to teach the subject to university entrance level. The Department is well equipped and is supported by a Resource Centre: staff have their own clerical assistance.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (65846) 132622

SOUTHAMPTON
KING EDWARD VI SCHOOL
Southampton.
(HMC: 840 Boys; 250 in Sixth Form)
REQUIRED FROM SEPTEMBER 1983: a teacher of GEOGRAPHY. Scale 1 post.
Full details from the Head Master, Mr. C. Dobson, at the School, Kellett Road, Southampton SO9 3FP, to whom applications (no forms) should be sent, together with the names and addresses of two referees, to reach the School by 25 March 1983. (19513) 132622

History

Scale 1 Posts

BOLTON
BOLTON SCHOOL
(HMC/IND. DAY SCHOOL - PUPILS 11/18)
Required for September 1983, a well-qualified graduate to teach HISTORY throughout the school, with a considerable proportion of Sixth Form work up to and including Oxbridge.
Applications would be welcome from those prepared to teach either Political or Economic History at 'A' level. The ability to assist with games and other outdoor activities will be a strong recommendation.
Applications, enclosing curriculum vitae and names of two referees, to The Acting Headmaster, Bolton School, Bolton BL1 4PA, Lancashire, as soon as possible please. (57492) 132822

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE CLARE HALL SCHOOL
Oxford Road, Halifax HX1 2QU
Required from May 1983 a temporary teacher of HISTORY and ECONOMICS (Scale 1) to teach to C.S.E. level in this 3 form entry 11 - 16 secondary modern school. Willingness to assist with other subjects will be an advantage.
Letters of application to the Headteacher by 31st March, 1983 giving full details of qualifications and experience, and names and addresses of two referees. (58054) 132822

DERBYSHIRE
LADY MANNERS SCHOOL
Bakewell, Derbyshire. DE4 1JA
Voluntary Controlled co-educational comprehensive School with 1400 on roll including 215 in Sixth Form, and boarders. Situated in the Peak District National Park.
Required for September 1983 a graduate Historian (Scale 1) to teach all ages and abilities including 'A' level. Subsidiary Religious Education and/or Social Studies an advantage.
For a single applicant, this post may be residential in the School Boarding House with additional allowances for residential duties. Details available from the Bursar (S.A.E.).
Letters of application (no forms) to the Headmaster including curriculum vitae and the names and addresses of two referees. Applicants should indicate if interested in being resident (S.A.E.). (65789) 132822

ESSEX
TABOR HIGH SCHOOL
(Roll 1295)
Courtauld Road, Braintree CM7 6BQ
Tel: Braintree 23701
HISTORY TEACHER Scale 1
Required September 1983.
Further particulars available from Headteacher (foolscap s.a.e. please).

THE BRAMSTON SCHOOL
(Roll 1216)
Spinks Lane, Witham
Tel: (0376) 512911
TEACHER OF HISTORY Scale 1
For September, or earlier if possible. Graduate required to join enthusiastic department offering full range of courses including 'A' level. Ability to teach some Economics would be useful.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (19665) 132822

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE

SUPPLY TEACHERS

Qualified and experienced teachers are invited to apply for positions on Brent's pool of Supply Teachers (Scale 1). It is essential that applicants should have satisfactorily completed their probationary period. The work could include long term cover for teachers on maternity leave as well as for casual sickness.

London Allowance of £939 per annum is payable.

Brent is an equal opportunity employer.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (s.a.e.) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW, returnable within 10 days.

HOUNSLOW
ISLEWORTH AND SYON SCHOOL
Ridgeway Road, Isleworth, Middlesex TW7 5LJ
(3fe boys)
Tel: 01-568 5791
Headteacher: J. W. Merrigan, B.Sc. A.R.C.S.
Required for the summer term only, a temporary teacher of HISTORY (Scale 1). The post involves the teaching of History mainly in the Junior and Middle parts of this 11 - 18 comprehensive school, and some senior work could be available to the right candidate. Familiarity with modern methods of History teaching is essential.
Apply as soon as possible (no forms) to the Headteacher at the above address, giving full personal details, the names and addresses of two referees and a stamped and addressed envelope for acknowledgement.
LONDON ALLOWANCE: £615 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (58059) 132822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE GOERGE STEPHENSON HIGH SCHOOL
Southgate, Killingworth, Newcastle upon Tyne NE12 0SA.
Headteacher Mr. N.S. Palmer, B.A.
Required for 1st September, 1983, Scale 1 TEACHER of HISTORY. Applicants should preferably be good Honours Graduates capable of teaching up to and including 'A' Level.
George Stephenson High School is a 13 - 18 School with a sound educational record at all levels. It serves mainly the urban villages of Shiremoor and West Moor as well as the New Township of Killingworth.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible. (57716) 132822

SURREY
OXTED COUNTY SCHOOL
Bluehouse Lane, Oxted, Surrey RH8 0AA
Tel: Oxted 2495
HISTORY SCALE 1
Teacher required for September 1983 in a large Humanities Department. School 1420 pupils (220 in the sixth). Offers History to all children in the first 2 years; C.S.E., O Level, A Level, C.E.E. and University Entrance.
Further details available from the School. SAE. (58074) 132822

Home Economics

Heads of Department

EAST SUSSEX
HAMPDEN PARK SCHOOL
Brodrick Road, Eastbourne BN22 9RQ.
(Comprehensive, mixed 11 - 16, 905 on roll)
Required from September, Head of Home Economics Department (Scale 3), the post covers responsibility for three separate subjects, Domestic Science, Home Centered Studies, and Needlework.
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. (19593) 133018

HARINGEY
Progress with Humanity
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
1,200 on roll, 250 in the sixth form.
Required for September 1983 HEAD OF HOME ECONOMICS, SCALE 3
An experienced and appropriately qualified teacher of HOME ECONOMICS is required for this key post. The successful applicant will be responsible for curriculum organisation and development within the Food/Nutrition and the Fabrics/Needlecraft areas of the curriculum. Home Economics is a well established department within the School and a teacher of energy and vision is sought to further develop courses in this curriculum area.
Further details and application forms from the School.
Closing Date: 28th March, 1983.
London Allowance £939 payable.
Removal Expenses - 100% allowed in approved cases.
Harringey is an equal opportunity employer. (57695) 133018

LONDON
LADY MARGARET SCHOOL
Parson's Green, SW6 4UN
Acting Head of Home Economics (Scale 3) to cover maternity leave required from May 1983 or as soon as possible thereafter. Full range of 11 - 17 teaching, including CSE and 'O' level; developing Sixth Form programme in local consortium.
Applications (no forms) direct to the Headmistress, including names of two referees within 10 days of advertisement. (54490) 133018

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough, Northants NN9 8LF
HEAD OF HOME ECONOMICS SCALE 2
Required for September 1983, a Head of Home Economics Scale 2 in this 11 - 18 co-educational comprehensive school which opened in 1980 and has pupils up to the 4th year at present.
Home Economics is in the Faculty of Science and Design and has purpose built facilities. It is taught to all pupils in years 1 - 3 and is a popular option along with Child Care and Development in year 4.
A person is sought who is interested in links with Science. A knowledge of the Schools Council Home and Family Studies and Nuffield Home Economics would be an advantage.
Further details and application forms may be obtained from the Headmistress (SAE please). (57826) 133018

Scale 2 Posts and above

EALING
LONDON BOROUGH EDUCATION SERVICE REYNOLDS HIGH SCHOOL
Gunnersbury Lane, London W3 8EY
Required for Summer term 1983 on a temporary 5 term contract, Home Economics Teacher i/c Needlework within the Home Economics department. A lively and imaginative interest is required for lower school teaching to both boys and girls of mixed ability range. The upper school involves work in CSE, 'O' level and CEE, all of which are at present taught to a high standard. A small amount of Home Economics would be included in the timetable.
Scale 2 and Social Priority Allowance payable.
Application forms obtainable from the Headmaster (SAE) at the school to be returned by 1st April 1983. (65950) 133020

HARINGAY
Progress with Humanity
PORTISMERE SCHOOL
(A new school to be formed in September 1983 by the amalgamation of Alexandra Park and Creighton Schools).
REQUIRED FOR SETEMBER 1983
HOME ECONOMICS SCALE 2
An experienced and appropriately qualified teacher of Home Economics is required with the expertise to take responsibility for curriculum organisation and development in food science and nutrition with pupils of all ages and abilities. An ability to teach some fashion and textiles would also be an advantage.
Home Economics is offered to pupils at C.S.E. and G.C.E. 'O' and 'A' Level.
Further details are available from the Head Designate, Mr. A.M. Nixon at Alexandra Park School, Rhodes Avenue, N22 4UT (telephone no: 888 9244).
Completed forms to be returned to Mr. Nixon by Tuesday 5th April 1983. Short-listed candidates will be invited to see the school at work prior to interview.
London Allowance £939 payable.
Removal Expenses - 100% allowed in approved cases.
Harringay is an equal opportunity employer. (57696) 133020

Scale 1 Posts

BEXLEY
LONDON BOROUGH BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent, DA15 9NU. Tel: 01-303 1887.
Required for 3rd May 1983, full-time teacher of Home Economics, Scale 1. Appointment temporary in first instance to cover maternity leave. Telephone enquiries welcomed.
L.A.A. £615. Request for application forms (enclosing foolscap s.a.e.) should be sent to the Headmistress. (19686) 133022

CAMBRIDGESHIRE
Huntingdon Area
ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon; Cambs
Required for September, well qualified HOME ECONOMICS TEACHER (Scale 1) to join a lively department. Wide variety of work at all levels available.
Further details and application forms from the Headmaster at the school. (SAE please). (58038) 133022

ESSEX
DAVENANT FOUNDATION SCHOOL
(Roll 700, 120 in Sixth Form. V/A Co-Ed. Comp)
Chester Road, Loughton IG10 2LD
Tel: Theydon Bois 2608
TEACHER OF HOME ECONOMICS Scale 1, plus London Fringe Allowance
Required September 1983, suitably qualified Teacher to join very well equipped department. The ability to offer needlework as well as food and nutrition will be an advantage. The School will have accepted the fourth co-educational, comprehensive intake by next September. Closing date: 25th March.
Apply to the Headmaster at the School for further details (foolscap s.a.e. please).

THE BRAMSTON SCHOOL
(Roll 1216, 11 - 18)
Spinks Lane, Witham
Tel: (0376) 512911
TEACHER OF HOME ECONOMICS/NEEDLECRAFT
Scale 1
From September 1983. Teacher with initiative/enthusiasm offering Home Economics with strong bias toward Textiles. CSE, 'O' and 'A' level courses are already established in all areas. Closing date 14 days from the appearance of this advertisement.
Application forms from the Headteacher (foolscap s.a.e. please).

ST. CLERE'S COMPREHENSIVE SCHOOL
(Roll 885, increasing to 900 (6 F.E.) 11 - 16)
Butts Lane, Stanford-le-Hope
Tel: S.L.H. 641001
HOME ECONOMICS TEACHER, SCALE 1, LONDON FRINGE ALLOWANCE
Required September. The Department is located in superb purpose built accommodation and is very well equipped.
Letters of application should be sent to the Headmaster giving full curriculum vitae and quoting two referees. Closing date: 25th March, 1983 (foolscap s.a.e please). (19665) 133022

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
NORTHCOTT SCHOOL
Barham Road, Hull
Head: R.J. Coates
Required for September, 1983, a teacher of HOME ECONOMICS, Scale 1 + S.S.A. at this all age special school
The pupils attend for various periods due to emotional, educational or medical reasons. All pupils over 10 years of age take this subject up to C.S.E. level in some cases.
Application form (and further details) obtainable from the school to be returned by 31st March. (58010) 133022

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester
DESIGN
Please see Secondary Scale 1 Art & Design. (65980) 133022

LONDON
RAINE'S FOUNDATION (VA) (SM) SCHOOL
Arbour Square E1 0PT
Tel: 01-790 1066/1666.
Required for September, teacher of Home Economics with some Textiles and/or Child Development in this Voluntary Aided School. Teaching likely to be in years 1 - 4 in the first instance, with some examination work. Separate upper and lower schools, with four specialist rooms on two sites.
Apply direct to Headmaster by letter, enclosing C.V. and details of two referees. (57668) 133022

N. WALES
PENRHOS COLLEGE
See Independent Schools. (65840) 133022

NORTHAMPTONSHIRE
KETTERING MONTAGU SCHOOL
(Weekley Glebe Road, Kettering NN16 9NS)
An assistant teacher of Home Economics (Scale 1) is required for September 1983, to teach food and nutrition, child care and textiles. The post is suitable for a first appointment.
Montagu is a developing 11 - 18 year, five form entry school which opened in September 1979 and will have approximately 800 pupils on roll in September 1983.
Application forms (please enclose a stamped addressed envelope) are obtainable from The Headmaster. (57818) 133022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
Tel: 01-979 3399
HOME ECONOMICS (Scale 1, plus Outer London Allowance of £615 p.a.)
Required for September 1983, a teacher of Home Economics and Fabric and Textiles (Scale 1, established), to join a lively department which will be taking over new purpose-designed accommodation in May.
This is a new appointment arising from an increasing school roll.
Application forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 15th April 1983, to the Headmaster at the school, who will also be pleased to provide further information if required. (57895) 133022

Humanities

Heads of Department

SURREY
EDUCATION COMMITTEE GLEBELANDS SCHOOL (12 - 16)
Cranleigh
HISTORY and GEOGRAPHY Head of Department, Scale 4
Senior post with integral part in school structure and responsibility for co-ordination of GEOGRAPHY, HISTORY, SOCIOLOGY.
Details and Forms from Headmaster - Tel: Cranleigh 275248. (19624) 133418

Scale 2 Posts and above

HARINGEY
Progress with Humanity
THE GLADESMORE COMMUNITY SCHOOL
(To be formed by the amalgamation of Drayton & High Cross Schools)
INTEGRATED HUMANITIES (Scale 2)
Required for September 1983 A well qualified and enthusiastic teacher to work with the Head of Humanities and the Head of Communications in developing an integrated courses for 1st year pupils.
Applicants should have clear well thought ideas on the approaches to, methodology of, and the resourcing of such a course.
Please apply immediately to the Head Designate at The Drayton School, Gladesmore Road, Tottenham N15 (Tel: 01-800 0884).
London Allowance £939 payable. Removal Expenses 100% allowed in approved cases.
Haringey is an equal opportunity employer. (65956) 133418

Scale 1 Posts

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare
(new comprehensive, 1100 mixed, 11 - 16)
Required September 1983. Teacher of Humanities specialising in Geography to join a lively faculty teaching inter-disciplinary Humanities in mixed-ability groups throughout the school.
For full details send a s.a.e. to Headmaster at the School. (58078) 133418

NORTHAMPTONSHIRE
KETTERING BISHOP STOPFORD SCHOOL
Headlands, Kettering, Northants NN15 6BJ
A teacher (Scale 1) to work within the Humanities Department is required for September. The subjects covered by the Department are Geography, History and Economics (all to 'A' Level) together with Geology and Environmental Studies.
The vacancy is mainly for Geography together with some History and Environmental Studies. A person with an additional interest in either Geology or Economics would be useful. An interest in and willingness to be involved in fieldwork is essential. Help with Physical Education would be an additional asset.
Further details and application form available from the Headmaster (SAE please). (57834) 133418

SUFFOLK
SAMUEL WARD UPPER SCHOOL
Chalkstone Way, Haverhill.
(Mixed comprehensive 13 - 18: 830 on roll, 110 in 6th Form)
Required for September 1983, a teacher of GEOGRAPHY and HISTORY (Scale 1). The teacher appointed will be expected to contribute to the development of both subjects within the World Studies Faculty. Possibility of 'A' Level Geography teaching for suitably qualified candidate.
Haverhill is an expanding town situated in attractive countryside within easy reach of Cambridge. The local authority is prepared to give sympathetic consideration to the provision of housing for teachers. Closing date: 8th April 1983.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57873) 133418

Mathematics

Heads of Department

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Pine Grove, Brookmans Park, Hatfield
Required for September 1983, Head of Mathematics, Scale 4, to organise and teach the subject throughout the School. Good qualifications and experience are essential to lead a team of five staff. The candidate must have 'O' level and 'A' level work, developing interest across the whole ability range. An interest in computers is desirable. Please contact Headmaster for further details (S.A.E.). (19683) 133418

SECONDARY MATHEMATICS
continued

HERTFORDSHIRE
ST JOAN OF ARC RC SCHOOL
High Street, Rickmansworth
11 - 18 mixed all ability
Required September, Head of Mathematics Department. Scale 4 + London fringe allowance £231. The wide range of courses includes substantial Sixth form work. The Mathematics suite houses a 380Z microcomputer and a terminal linked to Hatfield Polytechnic.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Further details are available. (Tel: Rick. 773881). (19648) 133418

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SECONDARY EDUCATION
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex IG8 7DH
Tel: 01-504 9618
Headmaster: A.C.R. Duke, M.A.
Required from September 1983: a well-qualified and experienced teacher of Mathematics to lead this major department, in this 11 - 18 mixed comprehensive school. The department is well-established with courses up to 'A' level, all in 'modern' mode.
The post is on Scale 4 with Outer London Allowance.
Further details and an application form available from and returnable to the Headmaster by 8th April. (19597) 133418

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT HURLFIELD CAMPUS
East Bank Road, Sheffield S2 3AL
Required for September 1983, a suitably qualified and experienced teacher (Scale 4 + SPA) to head the Mathematics Department in this 12 - 18 co-educational comprehensive school with 1000 pupils on roll.
Application forms are available from the Headteacher, Mr. P.M.H. Cox, to whom they should be returned, when completed not later than Friday, 15th April 1983. (34487) 133418

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST. PETER'S COLLEGIATE SCHOOL (NOR 990)
Head of Mathematics, Scale 4, required for this Aided C of E Comprehensive School, for September 1983.
Applicants should be graduates and communicants of the Church of England or be in sympathy with the ideals of Christian education. Wide experience of the teaching of Mathematics to 'A' level is essential.
Application forms and further particulars are available from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of the advertisement (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (57601) 133418

WILTSHIRE
ST. EDMUND'S SCHOOL
Church Road, Laverstock, Salisbury SP1 1RD
(Tel: Salisbury 28565)
11 - 16 Girls' Secondary Modern School; n.o.r. 700
Required for September, to take charge of a successful and well established mathematics Department, a HEAD OF MATHEMATICS (SCALE 3), with proven ability to teach throughout the age and ability range of the school. A commitment to staff development, together with skills of innovation, evaluation and organisation are essential attributes in the person required to lead this key department.
Application forms and full details from the Headteacher on receipt of s.a.e (65804) 133418

Scale 2 Posts and above

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham, East Sussex BN27 1DT.
(Comprehensive Mixed 11 - 18 1500 on roll)
Required September 1983. Teacher of Mathematics to teach mathematics at all levels including 6th form if possible. Scale 2.
Relocation grants available in approved cases.
Application forms and further details (S.A.E. please) from Headmaster. Closing date 28th March 1983. (19596) 133420

ENFIELD
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middx
(8 form entry Mixed Comprehensive)
Roll 1,250
Required as soon as possible, teacher of MATHEMATICS (Scale 2) in a well-established department.
London Allowance £615. Consideration given to assistance with removal relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Head Teacher, to whom they should be returned as soon as possible. (57629) 133420

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT SEVENOAKS DIVISION
Amended Advertisement
SWANLEY SCHOOL
St. Mary's Road, Swanley, Kent BR8 7TE
Tel: Swanley 65931
An established large comprehensive school with a full range intake, mixed 11 - 18. London Fringe Allowance.
Required in SEPTEMBER (readvertisement): Well-qualified teacher of MATHEMATICS to be second in a department of ten. Scale 3 appointment. The course followed in the main school is the Kent Mathematics Project, up to CSE and 'O' level; the London GCE Board is used for 'A' and 'S' level.
Application is by letter to the Headmaster at the school, with c.v. and names of referees. SAE please for acknowledgement and further information. (19679) 133420

LEICESTERSHIRE
WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester
In the Leicestershire plan for the re-organisation of secondary education.
14 - 18 Upper and 11 - 14 High
ROLL 1385
MATHEMATICS
SCALE: Above Scale 1 for suitably experienced teacher
SECONDMENT OPPORTUNITY
A 1 year secondment is available from August for an enthusiastic teacher to join this thriving department. It will give experience of working in a large Upper School. For a suitably experienced teacher, already above Scale 1, a responsibility reflecting his/her interests would be found.
This post is open to suitably qualified staff within Leicestershire. Further details are available from the Principal. (65981) 133420

CYNGOR SIR DYFED COUNTY COUNCIL
AWDURDOD ADDYSG
EDUCATION AUTHORITY

1. Yn eisiau erbyn Ial o Fedi, 1983.

YSGOL GYFUN DDWYIEITHOG CEFNEITHIN, LLANELLI (Grwp 8)

Gwahoddir ceisiadau oddi wrth athrawon profiadol am y swydd AIL YN YR ADRAN SAESNEG yn yr Ysgol uchod a fydd yn cael ei sefydlu ym Medi, 1983. (Swydd Graddfa 2.)

Gellir cael ffurflenni cais, ar dderbyn amlen gyda chyfeiriad a stamp arni, oddi wrth y Swyddog Addysg Rhanbarthol, 1 Heol Peslan, Caerfyrddin, i'w dychwelyd iddo erbyn 8ed Ebrill, 1983.

2. Required for 1st September, 1983.

AMMAN VALLEY COMPREHENSIVE SCHOOL, AMMANFORD (Group 12)

Applications are invited from suitably qualified teachers, graduates preferred. A teacher of Mathematics and Computer Studies (Scale 1). The person appointed would share in the work of the Mathematics Department at appropriate levels and be the second teacher in a developing Computer Studies Department.

Application forms are available, on receipt of a stamped addressed envelope from the Headmaster and should be returned by 8th April, 1983.

W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, Dyfed, SA31 2NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed, SA31 2NH.

NORTH YORKSHIRE
COUNTY COUNCIL
ST AUGUSTINE'S SCHOOL
Sandybed Lane, Scarborough YO12 5LH
Mixed, 11 - 16 R.C. Comprehensive
Required for September 1983 - Teacher of MATHEMATICS. Scale 2. The successful applicant will be required to teach up to 'O' level and to organise the subject within the Maths/Science Department.
Please send s.a.e. to the Headmaster for an application form and further particulars. (19637) 133420

SUFFOLK
NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DL
(11 - 18 mixed comprehensive roll 1700)
Required September 1983, Assistant for MATHEMATICS with special reference to Applied Mathematics and Computer Studies: a substantial share of Sixth Form teaching is likely. Scale 2 post available for candidate with suitable qualifications/experience able to undertake additional responsibilities. Closing date for application two weeks from appearance.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57874) 133420

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983
PENDEFORD HIGH SCHOOL
Mathematics, Scale 3. An experienced and enthusiastic graduate to be second in the Mathematics Department. Candidates are prepared for CSE, GCE O and A level. While Computer Studies is taught to CSE and GCE O Level.
The school is a well established 11 - 18 mixed comprehensive situated on an excellent site on the northern boundary of the borough.
Application forms and further details are available, from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (57602) 133420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM BISHOP WARD R.C. COMPREHENSIVE (BOYS') SCHOOL
Wood Lane, Dagenham
Roll 576, 30 in sixth form
Required for Easter 1983:
A well-qualified graduate in Mathematics, to teach the subject to top sets in the third and fourth years. Ability to offer some CSE work in the fifth year would be an advantage. A share of sixth form Mathematics could be made available. Scale 1 post. London Allowance (£939 per annum) payable.
Application forms (s.a.e.) available from the Headteacher, returnable by 31st March 1983. (65993) 133422

BERKSHIRE
EDGBARROW SCHOOL
Sandhurst Road, Crowthorne, Berks RG11 7HZ.
N.O.R. 1006.
Required for the Summer Term only, TEMPORARY TEACHER OF MATHEMATICS (Scale 1). Applicants interested in a part-time post will be considered.
Further details and application forms available from the Headmaster (sae). Tel: Crowthorne 2658.
Berkshire County Council is an equal opportunity employer. (57803) 133422

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL FAIRFAX SCHOOL
13 - 18 co-educational comprehensive
Required for September, 1983, a teacher of Mathematics (Scale 1 plus SPA) throughout the school. The post is temporary for one year to cover the secondment of a member of the Department.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Principal, Fairfax School, Lister Avenue, Bradford BD4 7QT by 11th April 1983. Reference ET 12883/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race, or disability, unless otherwise stated. (57848) 133422

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL NAB WOOD GRAMMAR SCHOOL
13 - 18 Comprehensive Upper School, n.o.r. 982, with 142 in Sixth Form
(1) Required for September 1983, for a permanent post, a teacher of Mathematics, Scale 1. A Mathematics graduate will be preferred, but Certificated teachers will be considered. Newly qualifying teachers are especially welcome to apply. The Department offers teaching at all levels of ability up to JMB 'A' Level Pure Mathematics, Applied Mathematics and Statistics. The successful candidate can expect to participate fully in this range of teaching and will be expected to participate in the flourishing school extra-curricular programme.
Reference ET 13683/TES
(2) Required for September 1983, a teacher of Mathematics, Scale 1 (temporary for one year during secondment of postholder). A graduate will be preferred, but certificated teachers will be considered. Newly qualifying teachers are also welcome to apply. The Department offers teaching at all levels of ability up to JMB 'A' Level. The successful candidate can expect to teach up to 16+ courses in the Fifth Form and is is hoped will contribute to the flourishing extra-curricular activities in the school.
Reference ET 13783/TES
This is a new, but well-established school offering excellent all-round facilities in very attractive surroundings.
Further details and application forms may be obtained (sae please) from the Headteacher, Nab Wood Grammar School, Cottingley New Road, Bingley, West Yorkshire BD16 1TZ to whom completed forms should be returned by 8th April 1983.
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability, unless otherwise stated. (65811) 133422

BRISTOL
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol. BS12 6QT
(Co-educational comprehensive school. 11 - 18. 1400 pupils)
Required for SEPTEMBER, 1983, A TEACHER OF MATHEMATICS (Scale 1) to teach modern mathematics to all ages and abilities including A level. Ability to teach statistics to A level is essential. Interest in extra curricular activities will be an advantage.
The successful applicant will be expected to act as a tutor to a mixed ability tutor group in a well established House system.
Applications by letter to the Headmaster enclosing a curriculum vitae and the names of two referees. (54456) 133422

CAMBRIDGESHIRE
BRETTON WOODS COMMUNITY SCHOOL
Flaxland, Bretton, Peterborough PE3 8DF.
(11 - 18)
Tel: Peterborough 266975.
PRINCIPAL: Mr. M.R.C. JONES, B.Sc.
GROUP 11
REQUIRED FOR SEPTEMBER, 1983:-
Teacher of Mathematics (Scale 1) to join the Maths team with an opportunity to teach across the full 11 - 18 age range and, if possible, to help with the development of work in Computer Science.
Applications from newly qualified teachers would be welcomed.
Possible housing assistance.
Please apply in writing to the Principal, giving details of curriculum vitae and the names and addresses of two referees by 30th March. (58035) 133422

CAMBRIDGESHIRE
CHESTERTON COMMUNITY COLLEGE
Teacher of MATHEMATICS (Scale 1) required for September in this 11 - 16 comprehensive school (Roll 1100). Computing is a strong feature in this well organised department with good facilities.
Apply to the Headmaster, Gilbert Road, Cambridge CB4 3NY giving full c.v. and the names/addresses of two referees.
Further details are available (s.a.e. please). (58041) 133422

CAMBRIDGESHIRE
Huntingdon Area
RAMSEY ABBEY SCHOOL
Ramsey, Huntingdon, Cambs
Vol. Cont. Mixed Comprehensive. 670 on roll
14 - 18 age range.
Required for September Scale 1 TEACHER OF MATHEMATICS.
Further details and application forms (SAE please) from the Headmaster, to whom completed forms should be returned as soon as possible. (58037) 133422

DEVON
Please see displayed advertisement on page 61. (65324) 133422

Lancashire County Council

The following are required for the dates stated, and the closing date is 31st March, 1983.

Secondary Schools
Forms/further details from/to Headteacher at the school. SAE please.

LEYLAND WELLFIELD HIGH
Yewlands Drive, Leyland, Preston (880 on Roll)
As soon as possible
SCALE 3 – ENGLISH

MORECAMBE & HEYSHAM, MORECAMBE HIGH
Dallam Avenue, Morecambe (Mixed Comp. 1,485 on Roll; 220 in 6th Form)
1st September 1983
SCALE 2 – FRENCH

RAWTENSTALL ALDER GRANGE COUNTY SECONDARY
Grange Road, Rawtenstall, Rossendale (365 on Roll)
1st September 1983
SCALE 2 – MATHEMATICS. RESPONSIBLE FOR CSE AND SLOWER LEARNING CHILDREN

Re-advertisement
LANCASTER GIRLS' GRAMMAR
Regent Street, Lancaster (643 on Roll)
1st September 1983
SCALE 1 – NEEDLEWORK AND HOME ECONOMICS TO 'O' AND 'A' LEVEL

FLEETWOOD HESKETH HIGH
Beach Road, Fleetwood (1,387 on Roll; Inc. 203 in 6th Form)
1st September 1983
SCALE 1 – MATHEMATICS – ABILITY TO TEACH 'A' LEVEL AND/OR COMPUTING ADVANTAGE

BLACKPOOL COLLEGIATE HIGH
Blackpool Old Road, Blackpool (11–18 Mixed, 1,250 pupils 11–16; 690 in Sixth Form)
1st May 1983 or as soon as possible thereafter
SCALE 1 – REMEDIAL SUBJECTS

BLACKPOOL WARBRECK HIGH
Warbreck Hill Road, Blackpool (11–16; 988 Boys)
1st September 1983 or earlier if possible
SCALE 1 – GEOGRAPHY TO CSE AND GCE 'O' LEVELS

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Ansdell, Lytham St. Annes (1,420 on Roll; 11–18)
1st September 1983 or earlier if possible
SCALE 1 – GEOGRAPHY

FULWOOD COUNTY HIGH
Black Bull Lane, Fulwood, Preston (1,008 on Roll)
1st September 1983
SCALE 1 – BIOLOGY AND GENERAL SCIENCE, ABILITY TO OFFER CHEMISTRY OR PHYSICS ADVANTAGE

LEYLAND ST. MARY'S RC HIGH (Special Agreement)
Royal Avenue, Leyland, Preston (926 on Roll)
1st May 1983
SCALE 1 – CONTROL TECHNOLOGY

WALTON-LE-DALE BROWNEDGE ST. MARY'S RC HIGH (Special Agreement)
Station Road, Bamber Bridge, Preston (924 on Roll)
As soon as possible
SCALE 1 – BOYS' PE

SKELMERSDALE TAWD VALE HIGH
Glenburn Road, Skelmersdale (850 on Roll; Mixed)
1st May 1983, or as soon as possible
SCALE 1 – ENGLISH (TWO POSTS). FOR ONE POST FRENCH AS SECOND SUBJECT ADVANTAGE

TARLETON COUNTY HIGH
Hesketh Lane, Tarleton, Nr Preston (800 on Roll)
1st September 1983, or as soon as possible
SCALE 1 – HOME ECONOMICS

BLACKBURN PLECKGATE HIGH
Pleckgate Road, Blackburn (1,303 on Roll; Mixed 11–18)
1st May 1983, or as soon as possible thereafter
SCALE 1 – TO WORK IN A DESIGN/CRAFT AREA. TEXTILE, MATERIALS AND NEEDLEWORK WITH INTEREST IN HOME ECONOMICS

DARWEN MOORLAND HIGH
Holden Fold, Darwen (1,165 on Roll; Mixed 11–18)
1st September 1983, or earlier if possible
SCALE 1 – GIRLS' PHYSICAL EDUCATION

BURNLEY TOWNELEY HIGH
Towneley Holmes, Burnley (1,143 on Roll; Co-ed 11–16)
1st May 1983, or as soon as possible thereafter
SCALE 1 – MUSIC

BACUP AND RAWTENSTALL GRAMMAR
Glen Road, Waterfoot, Rossendale (830 on Roll; 205 6th)
SCALE 1 – HISTORY TO 'A' LEVEL. ABILITY TO OFFER JUNIOR ENGLISH (PREFERABLY TO 'O' LEVEL) ADVANTAGE.

Lancashire County Council is an Equal Opportunities employer

SECONDARY MATHS
continued

EALING
LONDON BOROUGH EDUCATION SERVICE TWYFORD CHURCH OF ENGLAND HIGH SCHOOL Twyford Crescent, Acton, London W3 9PP (12 - 18 Mixed Comprehensive, Group 10) Required for September 1983, A TEACHER OF MATHEMATICS (Scale 1). The successful candidate will have the opportunity to teach the subject throughout this expanding school, which offers courses including CSE and GCE 'O' and 'A' Levels. London Weighting payable. Application form and further details from the Headmaster at the school (SAE) to be returned by 1st April 1983. (65949) 133422

EALING
LONDON BOROUGH EDUCATION SERVICE GREENFORD HIGH SCHOOL Ruislip Road, Greenford, Middlesex UB6 9RX Required for the Summer term on a temporary one term contract only, a teacher of Mathematics and Computer Studies. London Weighting payable. Application forms from the Head at the School (SAE) please to be returned by 31st March 1983. (57631) 133422

EALING
LONDON BOROUGH EDUCATION SERVICE WALFORD HIGH SCHOOL Bengarth Road, Northolt, Middx Required for the Summer Term, 1983, on a one term temporary contract, a teacher of MATHEMATICS, Scale 1. London Weighting payable. Application forms available from the Head at the school (SAE), or Tel: 01-841 4511, to be returned by 25th March 1983. (57744) 133422

EAST SUSSEX
CLAVERHAM COMMUNITY COLLEGE Battle, East Sussex TN33 0HJ (Mixed Comprehensive 11 - 16. Roll 840) Required September 1983, Graduate Mathematician to teach all years and levels of ability. Scale 1. Ability to teach Computer Studies essential. Closing date 31st March. Relocation grants available in approved cases. Application forms and further details (S.A.E. please) from the Principal. (57767) 133422

EAST SUSSEX
UPLANDS COMMUNITY COLLEGE Uplands, Wadhurst, East Sussex TN5 6AA (Mixed Comprehensive 11 - 18, Roll 695) Required September 1983 at this rural comprehensive school, Teacher of Mathematics Scale 1. Opportunity to teach at 'A' level. Relocation grants available in approved cases. Further details and applications forms (S.A.E. please) from the Principal. (57766) 133422

ENFIELD
LONDON BOROUGH AYLWARD SCHOOL Wilbury Way, London N18 1BX (8 form entry Mixed Comprehensive) Roll 1300 Required June or September 1983 MATHEMATICS TEACHER for the Lower School. For further information see under Primary Appointment Scale 1 posts. (65940) 133422

ESSEX
STANWAY SCHOOL Winstree Road, Stanway, Colchester (Roll 1280) Tel: Colchester 575488 TEACHER OF MATHEMATICS Scale 1 To join successful department. Courses offered to C.S.E. 'O' and 'A' level. Ability to contribute to the teaching of Computer Studies an advantage. Applications from new entrants to the profession welcome. Application forms and further details from Headteacher (foolscap s.a.e. please). (19703) 133422

HAMPSHIRE
THE JOHN HANSON SCHOOL Croye Close, Andover SP10 3AB 11 - 16 Mixed Comprehensive N.O.R. 1119 Required September, 1983. Scale 1. Mathematics. Further details and application form from the Headmaster. (57535) 133422

HARROW
EDUCATION COMMITTEE STANMORE SIXTH FORM COLLEGE Elm Park, Stanmore, Middlesex HA7 4BQ 01-954 0961 MATHEMATICS - SCALE 1 Required for 1st September 1983, a teacher for Mathematics at 'A' and 'O' level. An ability to assist with the teaching of Computing would be an advantage. Application forms from and to be returned to the Principal, by 15th April 1983. Please enclose stamped addressed envelope. Harrow is an equal opportunity employer. (65903) 133422

HAVERING
LONDON BOROUGH OF HAVERING CHASE CROSS SCHOOL (Roll 1287 Mixed) Havering Road North, Romford RM1 4YY Tel: Romford 47353 Headteacher: Mr. D.A. Steward, B.A. MATHEMATICS SCALE 1 Required September 1983, to work in a well organised department catering for CSE, 'O' and 'A' level Maths. Opportunity to teach all levels of ability with 11 - 18 year age range. Computer Studies is also taught to 'A' level and involvement in this area would be encouraged. Applications would be invited from newly qualified teachers. Letters of application should be sent to the Headteacher as soon as possible giving full curriculum vitae and quoting two referees. Closing date Friday, 1st April 1983. (65901) 133422

HERTFORDSHIRE
WARD FREEMAN SCHOOL Buntingford, Herts Group 10: 620 on roll including 110 in Sixth Form, 13 - 18 Required for September in this well-established, all-ability school, a keen MATHEMATICIAN, Scale 1, who possess both a love of MATHEMATICS and a real commitment to education of the young. High academic standards and pastoral excellence are twin goals of this school and an ability to contribute to the busy extra-curricular life of the school would be an advantage for any applicant. An interest in Computer Studies would be an added qualification. Applicants should write directly to the Headmaster at the School with full c.v. and giving the name of their teaching practice school, where relevant. (19582) 133422

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL See Main Ad under Independent. (65889) 133422

HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL St. John's Road, Isleworth, Middlesex TW7 6ON Roll 1100 - Voluntary Aided Group XI Tel: 01-568 8692. Mathematics Teacher capable of teaching to 'A' Level, required September 1983. For this Voluntary Aided Girls' Comprehensive School. Ability to assist with Computer Education/Studies an advantage. Apply with copy of c.v. and names of two Referees to Headmistress. Appropriate Scale Post available for suitably experienced and qualified Teacher. (57401) 133422

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
Secondary School Teachers
(age range 11–18)
Required from September for the following:
MATHEMATICS
PHYSICS
CHEMISTRY
DESIGN AND TECHNOLOGY
COMMERCIAL SUBJECTS
MODERN LANGUAGES
(particularly French)
MUSIC
Applications welcome for a first teaching post and for appointment on Scale 2.
London Allowance of £939 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (s.a.e.) from Director of Education, P.O.Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable by 28th March, 1983.

HUMBERSIDE
EDUCATION COMMITTEE GRIMSBY DIVISION IMMINGHAM SCHOOL Carver Road, Immingham, Grimsby (Mixed 11 - 19, roll 1,600) Headmaster, Michael Roper Required for September, 1983: ASSISTANT TEACHER OF MATHEMATICS. A qualified teacher, capable of teaching S.M.P. Mathematics to 'A' and 'S', is required to join this large and successful department. This post is suitable for a new entrant. The school, with a sixth form of 140, has new buildings and has had a comprehensive intake since 1971. Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65868) 133422

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT GILLINGHAM DIVISION RAINHAM SCHOOL FOR GIRLS Roll: 1400 Applications are invited from suitably qualified graduates to teach Mathematics through the school. Examinations are taken at 'O' 'A' and C.S.E. levels. This appointment would be suitable for a college student. Application form and further details available from Mrs. D.E. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent.

MEDWAY DIVISION ROCHESTER. CHAPTER SCHOOL Cliffe Road, Rochester, Kent. (860 girls 11 - 18. Courses leading to C.S.E., G.C.E. 'O' level, G.C.E. 'A' level). Required for September, a well qualified Scale 1 teacher of MATHEMATICS. Applicants must be subject specialists and able to teach to at least 'O' level standard. Letters of application should be sent to the Headmistress, including curriculum vitae and the names and addresses of two referees. (19678) 133422

LEICESTERSHIRE
WREAKE VALLEY COLLEGE Parkstone Road, Syston, Leicester
In the Leicestershire plan for the re-organisation of secondary education.
14 - 18 Upper and 11 - 14 High
ROLL 1385 MATHEMATICS SCALE 1
Two posts for August 1983. Due to expansion and replacement opportunity exists to join a thriving Upper School Department. One post will involve some Computer Studies teaching and one could involve some 'A' level SMP Maths work. Other work will normally cover the whole ability and age range (11 - 16) but probably with an emphasis on the Upper School (14 - 16).
Please write for full details to the Principal. (65983) 133422

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL VA SCHOOL
ASSISTANT TEACHER BURNHAM SCALE 1 NOR 1260
Graduate Mathematician required from September 1983 to teach up to and including 'A' level. Opportunity to work with computers available. Help with games or other extra-curricular activities welcomed.
For forms/details send SAE to the school, Wragby Road, Lincoln LN2 4PN. Closing date 6 April 1983. (95326) 133422

LONDON SW19
KING'S COLLEGE SCHOOL Wimbledon Common, SW19 4TT
HMC 650 boys 13 - 18
Required for September 1983.
A GRADUATE MATHEMATICIAN to teach throughout the School, including Oxbridge. The Mathematics Department has 10 members and, at present, over half the boys in the Sixth Form are taking Mathematics or Further Mathematics at 'A' level. The Department has a distinguished record of Oxbridge success. The School has recently opened new computer facilities.
This vacancy occurs as the result of the appointment of the present holder as head of department in another school. The post is particularly suitable for a well qualified mathematician who seeks experience in a large department.
Salary will depend on qualifications and experience. The School operates a loan scheme to assist with house purchase.
Applications, enclosing a curriculum vitae together with the names of two referees, should be addressed to the Head Master's Secretary, from whom further information about the post is also available (01-947 9311). (54733) 133422

LONDON
EMANUEL SCHOOL (H.M.C.) 630 boys aged 11 - 18.
Required for September 1983 a mathematics teacher capable of teaching at all levels in the school, which works to SMP at O-level and London or MEI A-level. It is hoped that the successful applicant will play an active part in the life of the school outside the classroom, assisting with games or other activities. Applications with copies of curriculum vitae (no forms) and names and addresses of two referees to the Headmaster, Emanuel School, Battersea Rise, London SW11 1HS. (55179) 133422

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL Canons, Edgware, Middlesex HA8 7RJ Required for September, 1983, a well qualified graduate to share in the teaching of Mathematics and to help with computing which is run mainly as an extra-curricular activity. Plenty of opportunity for Advanced level and University entrance work. Applications by letter with the names of two referees, as soon as possible, to the Head Mistress. Burnham Salary scale to be dependent upon experience and qualifications. (54517) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL Broom Road, Teddington, Middlesex TW11 9PJ
(Comprehensive, 850 boys aged 11 - 16)
Required from April 1983 part-time teacher of MATHEMATICS (Scale 1 plus Outer London Allowance of £615 p.a.)
The Mathematics Department, which has its own suite of classrooms, has a tradition of excellent examination results.
The School is in a very attractive area with its own grounds extending to the bank of the River Thames.
Please apply immediately by letter to the Headmaster at the school, giving qualifications, experience and the names/addresses of at least one referee, or telephone for further details (Tel: 01-943 0033). (57587) 133422

SHROPSHIRE
EDUCATION COMMITTEE ERCALL WOOD SCHOOL Golf Links Lane, Wellington, Shropshire TF1 2DU 11 - 16 Comprehensive School, 620 pupils Scale 1 Required for September 1983, a well qualified and enthusiastic TEACHER OF MATHEMATICS AND COMPUTER STUDIES. See to Head Master for application form and details. (19658) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL HIGH SCHOOL Elliotts Lane, Codsall, Wolverhampton WV8 1PQ
ASSISTANT TEACHER OF MATHEMATICS (Scale 1)
A well qualified and ambitious teacher required to join an effective team of specialists. Numbers are continuing to expand following new developments within the rural/residential catchment area of this school.
GREAT WYRLEY HIGH SCHOOL Hall Lane, Great Wyrley, Walsall WS6 6LQ
GRADUATE TEACHER OF MATHEMATICS (Scale 1)
Required in September, 1983 to teach throughout this 13 - 18 mixed comprehensive school.
For both the above posts, application forms available from and returnable to the Headteacher at the school concerned (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (57793) 133422

SUFFOLK
NORTHGATE HIGH SCHOOL Sidegate Lane, Ipswich IP4 3DL (11 - 18 Mixed Comp: Roll 1700) Required September, Assistant for MATHEMATICS with special reference to Applied Mathematics and Computer Studies. For further details see our advertisement under Secondary Mathematics Scale 2 and above.
CASTLE MANOR UPPER SCHOOL, Eastern Way, Haverhill. (Mixed comprehensive 13 - 18: 850 on roll) Required for September, 1983, a Mathematics graduate (Scale 1) to join a well established Mathematics Department to teach Mathematics to all ages and abilities. An interest in 'A' Level Mathematics is desirable. The local housing authority is prepared to give favourable consideration to the provision of housing for teachers. Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57881) 133422

SURREY
EDUCATION COMMITTEE DE STAFFORD COUNTY SECONDARY (12 - 18 Mixed Comp. N.O.R. 965, inc 117 Sixth Form) Caterham MATHEMATICS Scale 1 teacher required September 1983. Well qualified graduate preferred. Application forms and further details from Head Tel Caterham 42827 (19651) 133422

TAMESIDE
METROPOLITAN BOROUGH
ALL SAINTS R.C. HIGH SCHOOL Kenyon Avenue, Dukinfield SK16 5AR
(11 - 18 Comprehensive) Tel: 061-338 3120
Headteacher: Mr. T. Atkinson BA.
ASSISTANT TEACHER - MATHEMATICS
Scale 1
Required for September, 1983 for this 11 - 18 Roman Catholic Comprehensive School.
Application forms available from the Headteacher at the School. Closing date 31st March, 1983.
Ref: TE 2257/TES. (58022) 133422

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
COLTON HILLS SCHOOL
Required for Easter 1983.
Scale 1 Teacher offering Mathematics and/or Computer Studies.
Colton Hills is a mixed 11 - 18 comprehensive with excellent facilities and is situated in a residential area of the borough.
Application forms are available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton. WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (57605) 133422

Modern Languages

Heads of Department

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOPSHALT SCHOOL Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF
(Number on roll 944, 182 in Sixth Form)
Required for September 1983, HEAD OF MODERN LANGUAGES DEPARTMENT (Scale 3). French and German have equal status in the School which has a well equipped suite of modern language rooms. There are well established exchange links with France and Germany.
Apply in writing to the Headmaster giving brief career details and the names and addresses of two referees.
Outer London Allowance Payable. (65847) 133618

HILLINGDON
LONDON BOROUGH OF HILLINGDON SOUTHBOURNE SCHOOL Southbourne Gardens Ruislip, Middlesex HA4 9TR (Number on roll 687 - 75 in sixth form) Required in September, HEAD OF MODERN LANGUAGES (Scale 3): ability to teach French to 'A' Level essential. Modern Languages are popular in the school with well over 50% of the pupils opting for French or German at fourth year level. Intending applicants should send a large stamped addressed envelope to the Headmaster (Mr. J.L. Stibbs) for an application form and further details. (58163) 133618

DEVON
Please see displayed advertisement on page 61 (57804) 133...

Scale 1 Posts

BERKSHIRE
MEADWAY SCHOOL The Meadway, Tilehurst, Reading RG3 4NN N.O.R. 1000. Required September 1983 GRADUATE TO TEACH FRENCH (Scale 1) with opportunity for Italian. French, Italian and European Studies taught; courses are offered to CSE, O and A levels. Applicants must show an enthusiasm to help in the development of new courses and should be committed to oral/aural teaching and graded tests. Application forms and further details from the Headteacher (sae please). Closing date 6 April. Berkshire County Council is an equal opportunity employer. (65880) 133...

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL GREENHEAD GRAMMAR SCHOOL An enthusiastic and well qualified teacher of French (Scale 1) is required for September 1983 at this comprehensive 13 - 18 school of 1,250 boys and girls on the Skipton side of Keighley. The languages department is well established, and there is opportunity to teach across the age and ability range. Basic German or Italian for European Studies courses would also be an advantage. Further details may be obtained (s.a.e. please) from the Headmaster, Greenhead Grammar School, Greenhead Road, Keighley BD20 6EB (Tel: 62828) to whom completed forms should be returned by 11th April 1983. Reference ET 14983/TES Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65814) 133...

DUDLEY
METROPOLITAN BOROUGH
THE GRANGE SCHOOL Grange Lane, Stourbridge West Midlands
(11 - 16 co-ed. comp. Group 11)
For September, GRADUATE to have sole responsibility for teaching GERMAN to 'O' level. Ability to teach FRENCH also essential.
Details/application forms from Headmaster (SAE please) to whom applications should be returned by Wednesday, 31st March. (19610) 133...

DURHAM
COUNTY COUNCIL ADVISER FOR MODERN LANGUAGES FRENCH Applications are invited from well qualified graduates with good experience of teaching modern languages in secondary schools. Salary Scale: Soulbury Head Teacher Group 8. Further particulars and application forms can be obtained from the Director of Education, Schools Section, County Hall, Durham, on receipt of a foolscap stamped addressed envelope. Closing date for receipt of applications 7th April 1983. (19630) 1336..

EALING
LONDON BOROUGH EDUCATION SERVICE TWYFORD CHURCH OF ENGLAND HIGH SCHOOL Twyford Crescent, Acton, London W3 9PP (12 - 18 Mixed Comprehensive, Group 10) Required for September 1983 A TEACHER OF GERMAN (Scale 1), to join a lively and progressive department with courses to CSE, 'O' and 'A' Level. The successful candidate should be keen to play a full part in the development of all aspects of the department. London Weighting payable. Application form and further details from the Headmaster at the school (SAE) to be returned by 1st April 1983. (65947) 1336..

POCKLINGTON SCHOOL
Near York
(HMC: 275 Boarders 290 Day Boys)
TWO well qualified teachers required in September, 1983 to teach FRENCH AND ENGLISH in the Middle School and/or JUNIOR SCHOOL subjects.
Applicants should be:
a. Committed to boarding school ethos;
b. Preferably competent games players, keen to coach (rugby and/or cricket);
c. Interested in out-of-school activities.
Please apply with c.v. and names of two referees to:
The Headmaster,
Pocklington School,
West Green, Pocklington,
York YO4 2NJ,
by 8th April.

SECONDARY MODERN LANGUAGES
continued

EALING
LONDON BOROUGH Education Service WALFORD HIGH SCHOOL Bengarth Road, Northolt, Middx Required for the Summer Term 1983, on a one term temporary contract, a teacher of FRENCH, Scale 1. London Weighting payable. Application forms available from the Head at the school (SAE), or Tel: 01-841 4511, to be returned by 25th March. (57743) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD ALBANY SCHOOL Bell Lane, Enfield, Middx (8 form entry Mixed Comprehensive) Roll 1,250 Required for April 1983, teacher of FRENCH (Scale 1). An interest in European Studies is desirable but not essential. The languages Department has excellent facilities including a language laboratory. This is a temporary post for the Summer Term. London Allowance, £615. Application forms (foolscap SAE), obtainable from The Head Teacher, to whom they should be returned as soon as possible. (57844) 133622

ESSEX
TABOR HIGH SCHOOL Courtauld Road, Braintree CM7 6BQ (Roll 1295) Tel: Braintree 23701 TEACHER OF FRENCH AND GERMAN Scale 1 Required September 1983. Further particulars available from Headteacher (foolscap s.a.e. please). (19704) 133622

HAVERING
LONDON BOROUGH OF HAVERING THE CAMPION SCHOOL (Roll 770 Boys - Sixth Form 160) Voluntary Aided R.C. 11 - 18 School Wingletye Lane, Hornchurch RM11 3BX Tel: Hornchurch 52332 Headteacher: J.F. Rowbotton, B.Sc., Ph.D., D.I.C. Required for September 1983. A graduate to teach French and assist with the work of the Modern Language Department with well established courses to 'O' level, 'A' level and University Scholarship. Russian is taught as the second modern language and Spanish and Italian to 'O' level in the Sixth Form. An ability to assist with games will be an advantage. Suitable post for a first appointment. Please apply by letter direct to the Headteacher giving full curriculum vitae and quoting two referees. Closing date: Friday, 8th April 1983. (65896) 133622

HAVERING
LONDON BOROUGH OF HAVERING REDDEN COURT SCHOOL (Roll 730 Mixed) Cotswold Road, Harold Wood, Romford RM3 0TS TEMPORARY SCALE 1 for GIRLS' P.E. and FRENCH For full details see advertisement under Sec Physical Education, Scale 1. (65807) 133622

HERTFORDSHIRE
ST. JOAN OF ARC RC SCHOOL High Street, Rickmansworth 11 - 18 mixed all ability Required September, Graduate teacher of French to join an active Department in its own suite of rooms. German and Latin are also taught. Scale 1 + London fringe allowance £231. Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Further details are available. Tel: Rick. 73981. (19649) 133622

HOUNSLOW
HOUNSLOW MANOR SCHOOL Prince Regent Road, Hounslow TW3 1NE Head Teacher: Mr. G.R. du Soisons, B.Sc. Tel: 01-572 4461. Co-Educational 1393 pupils 250 in Sixth Form Group 12. Required for September, 1983, Teacher of German and French, Scale 1. An opportunity for a suitably qualified and enthusiastic teacher of German and French to join a team of six teachers in a lively and developing Languages Department. The successful candidate will be expected to teach German from the 2nd Year to C.S.E., 'O', and 'A' Level and some French in the Lower School. CLOSING DATE: Within Two Weeks, LONDON ALLOWANCE: £615 p.a. Letters of application, in the first instance, to the Head Teacher (from whom further particulars can be obtained) giving full details of experience, interests and qualifications, and the names and addresses of two referees. (Stamped addressed envelope please). (57908) 133622

HUMBERSIDE
EDUCATION COMMITTEE GRIMSBY DIVISION IMMINGHAM SCHOOL Carver Road, Immingham, Grimsby (Mixed 11 - 19, Roll 1,600) Headmaster, Michael Roper Required for September, 1983: ASSISTANT TEACHER OF MODERN LANGUAGES, SCALE 1 OR SCALE 2. A graduate, possibly a new entrant, is required to teach French to 'A' and 'S' level in this large and successful department. German or Spanish would be a useful second language to offer. A Scale 2 appointment could be made to an experienced teacher. The school, with a sixth form of 140, has new buildings and has had a comprehensive intake since 1971. Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65866) 133622

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES HOWDEN CLOUGH HIGH SCHOOL Ref: 120 Windmill Lane, Batley, West Yorkshire WF17 0LD Required for Easter or September 1983, a lively and enthusiastic teacher of FRENCH & LATIN, SCALE 1, for this 11 - 18 Girls Comprehensive School. Applications will be considered from students in their final year. Further particulars and application forms from the Headmaster at the School, to whom completed forms must be returned within 14 days of this notice in the press. (57610) 133622

LINCOLNSHIRE
CHARLES READ SECONDARY MODERN SCHOOL Corby, Glen
ASSISTANT
Scale 1 - Roll 242
Required from autumn term 1983, teacher of French throughout the school up to CSE level. A small amount of general subjects teaching in the lower school will also be required.
Further particulars and forms from the Headmaster, Charles Read Secondary School, Bourne Road, Corby Glen, Grantham NG33 4NT (s.a.f.c.). Closing date 1 April. (65990) 133622

NORFOLK
EARLHAM SCHOOL Earlham Road, Norwich NR4 7NU
Scale 1
Graduate Teacher of French and German
required September 1983. Candidates are asked to indicate in their applications any additional subject they could offer.
Application forms and further details on receipt of a foolscap s.a.e. from the Headmaster to whom completed forms should be returned by 31st March 1983. (58018) 133622

NORTH YORKSHIRE
COUNTY COUNCIL THIRSK SCHOOL Topcliffe Road, Thirsk YO7 1RZ 11 - 18 mixed comprehensive school of 1150 pupils with 120 in the Sixth Form. Required for September 1983, a WELL QUALIFIED TEACHER OF FRENCH with GERMAN Scale 1, to join a growing department offering a full range of courses. Applications enclosing full curriculum vitae, names and addresses of two referees, and a s.a.e. as soon as possible to the Headmaster at the school. (19641) 133622

OXFORDSHIRE
COUNTY COUNCIL THE CHERWELL UPPER SCHOOL Marston Ferry Road, Oxford OX2 7EB Comprehensive Mixed 13 - 18 Roll 650 (140 in Sixth Form) Group 10. Required for September 1983 a lively graduate to teach German and French up to 'A' level. Apply by letter to the Head enclosing a c.v., names and addresses of two referees and a s.a.e. for further details. Since shortlisting is likely to be during the spring holidays, please be sure to include a contact address for the holiday period. (58067) 133622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RECTORY SCHOOL Hanworth Road, Hampton, Middlesex TW12 3HB
Tel: 01-979 3399
(11 - 16 mixed comprehensive)
FRENCH Scale 1 plus Outer London Allowance of £615 p.a.
Required for September 1983, a teacher of French (Scale 1, established) to join a successful Modern Languages Department. The ability to offer lower school German or Spanish an advantage.
The language department will shortly be moving into more extensive, refurbished accommodation to meet the needs of an increasing roll.
Application forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 15th April 1983 to the Headmaster at the school, who will also be pleased to provide further information if required. (57584) 133622

SHROPSHIRE
EDUCATION COMMITTEE ERCALL WOOD SCHOOL Golf Links Lane, Wellington, Shropshire TF1 2DU 11 - 16 Comprehensive School, 620 Pupils Scale 1 Required for September, 1983 a good honours graduate to teach FRENCH and GERMAN. See to Head Master for application form and details. (19662) 133622

SUFFOLK
SAMUEL WARD UPPER SCHOOL Chalkstone Way, Haverhill. (Mixed comprehensive 13 - 18: 850 on roll. 110 in 6th Form) Required for September, 1983 a teacher of FRENCH (Scale 1) in this new purpose-built upper school. Subsidiary German welcome but not essential. Opportunity for 6th form teaching. Haverhill is an expanding town situated in attractive countryside within easy reach of Cambridge. The local housing authority is prepared to give sympathetic consideration to the provision of housing for teachers. Closing date 8th April, 1983. Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57875) 133622

Music

Heads of Department

ESSEX
THORPE BAY HIGH SCHOOL Southchurch Boulevard, Southend-on-Sea SS2 4UY (Roll 1030) Tel: (0702) 586123 HEAD OF MUSIC Scale 2 Required September, qualified, enthusiastic Head of Music. Pianist preferred. Interest in extra curricular work essential. Closing date: 30th March 1983. Application form and further details from the Headteacher (foolscap s.a.e. please). (19705) 133818

HAMPSHIRE
FORT HILL SCHOOL Kenilworth Road, Winklebury, Basingstoke RG23 8JQ 11 - 16 Mixed Comprehensive N.O.R. 890 Required September 1983. Scale 3. Head of Music. Further details of school and post available from Headmaster, to whom applications (no forms) should be made as soon as possible giving full c.v. and names of 2 referees. (57332) 133818

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES HOWDEN CLOUGH HIGH SCHOOL Windmill Lane, Batley, West Yorkshire WF17 0LD Ref: 88 READVERTISEMENT Required for September 1983, a HEAD OF MUSIC SCALE 3, for this 11 - 18 Girls' Comprehensive School. Outstanding facilities exist at the school and at present courses are run to CSE 'O' and 'A' level. Further particulars and application forms (s.a.f.c. please), from the Headmaster to whom completed forms should be returned within 2 weeks of the appearance of this advertisement in the press. (57611) 133818

Scale 2 Posts and above

HAMPSHIRE
THE WINTON SCHOOL London Road, Andover SP10 2PF 11 - 16 Mixed Comprehensive N.O.R. 1500 Required September, 1983. Scale 2 - Music. An able and enthusiastic Music teacher to be second in a well established department. Further details available from Headteacher. Closing date: 11th April 1983. (57536) 133820

HAMPSHIRE
PRIORY SCHOOL Fawcett Road, Southsea, Hants PO4 0DL Comprehensive, 11 - 16 years Required September 1983. SCALE 2 TEACHER OF MUSIC. Ability to take charge of school brass band essential. Send SAE to Headteacher for further details and application form. (57764) 133820

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL THE GRANGE COUNTY SECONDARY SCHOOL Wendover Way, Aylesbury, Bucks Head Teacher: R.H. Jones, B.A. Number on Roll, 1144 boys and girls TEACHER OF MUSIC: Scale 1 Required April 1983. Well established department in specialist accommodation with existing choral and orchestral tradition. Good range of peripatetic instructors available. Assistance with removal expenses is given in approved cases. Letters of application enclosing (S.A.E.) for further details and application form, direct to Headmaster (57753) 133822

HAMPSHIRE
THE CITY OF PORTSMOUTH BOYS' SCHOOL London Road, Hilsea Portsmouth PO2 9RT Comprehensive 12 - 18, 1560 on roll Required September 1983 SCALE 1 well qualified teacher of Music to teach throughout the School. Keyboard essential. Send SAE to Headmaster for further details and application forms for return as soon as possible. (57905) 133822

STATES OF GUERNSEY
EDUCATION COUNCIL Required for September, 1983. 1. Teacher of Woodwind Instruments Scale 1 (Specialist on Flute and Clarinet). 2. Teacher of String Instruments Scale 1 (Specialist on 'Cello). These posts require candidates who have experience with all instruments of their section, as well as the ability to teach their specialist instrumental to at least Grade 8 standard. The successful applicants will become members of an enthusiastic and developing team of teachers in the Island's junior secondary schools. They will also be involved in coaching and conducting ensembles, bands and orchestras at the Saturday Music Centre. A central pool of instruments and music is available. Further details and application forms are available from The Director of Education Education Department P.O. Box 32, La Couperderie, St. Peter Port, Guernsey to whom they should be returned by 8th April, 1983. (57709) 133822

Pastoral

Heads of Department

SUFFOLK
THOMAS MILLS HIGH SCHOOL Saxtead Road, Framlingham, Woodbridge IP13 9HE 780 (200 in Sixth Form) 11 - 18. Required for September 1983, HEAD OF LOWER SCHOOL. Scale 3. Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (57876) 134018

NORTHAMPTONSHIRE
DAVENTRY SOUTHBROOK COMPREHENSIVE SCHOOL Hawke Road, Southbrook Estate, Daventry, Northants NN11 4LJ
Required for September 1983, Head of Sixth Form (Senior Teacher scale). There are at present 110 students in the sixth form following a variety of courses 'A' levels, 'O' levels, C.G. and Guilds Foundation and also a joint course with the local College of Further Education leading to a BEC General.
Application forms and further details available from the Headmaster (SAE please). (57825) 134018

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER WILLIAM MORRIS SENIOR HIGH SCHOOL Gainsford Road, London E17 Headteacher Mrs. J. Dowell REQUIRED FOR SEPTEMBER, HEAD OF YEAR SCALE 4 (+ Outer London Allowance and Social Priority Allowance) required in this comprehensive school for pupils aged 14 - 19 years (650 on roll), to take full responsibility under the First Deputy for the pastoral care of approximately 250 pupils. Application form and further details available on receipt of s.a.e. from Head Teacher. Closing date 1st April 1983. Ref. No. P97/84. (58072) 134018

Scale 2 Posts and above

EAST SUSSEX
COUNTY COUNCIL EDUCATION DEPARTMENT Required for Boarding House attached to Thomas Peacocke Comprehensive School, Rye accommodating boys and girls aged 11 to 18 years. The House is the responsibility of a Housemaster who is a member of the school teaching staff.
RESIDENT ASSISTANT HOUSEMISTRESS SJAC 3 Scale, £5,973 rising to £6,693 (or to £7,077 if suitably qualified)
The person appointed will assist in the care and welfare of the children's out of school hours with special responsibility for organising out of school activities. She will assume control of the children during duty periods, working in close cooperation with Matron staff. The duties are primarily during weekday evenings and weekends with 10 days off in each four week period. Normal weekday working will apply during school holidays.
Candidates with experience of child care, youth or similar work, especially in a residential establishment would be preferred. A clean driving licence would be an advantage.
Single accommodation is available, and appropriate deductions will be made for this and all other emoluments.
Informal enquiries may be made by telephone.
Application forms and further particulars from the Headmaster, by telephone (Rye 222545) or by writing to him at The Grove, Rye, East Sussex. Closing Date: 12th April 1983. (19623) 134020

HARINGEY
Progress with Humanity
THE GLADESMORE COMMUNITY SCHOOL (To be formed by the amalgamation of Drayton & High Cross Schools) Required for September, 1983, DEPUTY SIXTH FORM TUTOR (Scale 2) A well qualified and enthusiastic teacher to assist the Head of Sixth Form in his responsibility for over 200 students who from September will be based in the upper school annexe. Please apply immediately to the Head Teacher Designate at The Drayton School, Gladesmore Road, Tottenham N15. (Tel: 01-800 0884). London Allowance (£939) payable. Removal Expenses - 100% allowed in approved cases. Haringey is an equal opportunity employer. (65937) 134020

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL (To be formed by the amalgamation of Drayton & High Cross Schools) Required in September 1983, DEPUTY HEAD OF HOUSE (Scale 2) to be responsible with the Head of House for the academic progress, discipline and welfare of a quarter of the school in years 2 - 5 (Pupils in the 1st and 6th Form will be organised on a year basis). Pastoral care will be a key feature of the school. An interest in extra-curricular activities is essential. This is a challenging, demanding, exciting post suitable for a young teacher of high calibre who wishes to prepare for further promotion. Visits to the school are welcome - by arrangement with the Head Designate. Please apply immediately to the Head Designate Mrs. H.S. Mormot, at The Drayton School, Gladesmore Road, N15 6TL. A detailed job description is available on request. London Allowance £939 payable. Removal Expenses - 100% allowed in approved cases. Haringey is an equal opportunity employer (65934) 134020

WARWICKSHIRE
ALDERMAN SMITH SCHOOL Radnor Drive, Nuneaton
(n.o.r. 990, 12 - 16 comp.)
Teacher required for 31st August 1983 in charge of a small unit for pupils with educational and behavioural difficulties. This is a Scale 3 post within the School's Special Needs Department and falls vacant on the promotion of the present holder.
The unit caters for 5 or 6 pupils from this and other schools and is housed in a purpose built room.
Applicants should be experienced teachers with qualifications and/or experience relevant to this kind of work.
Further details and application forms are available from the Head of the school (s.a.e. please). Closing date 11th April 1983. (65911) 134020

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1983.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date: 1st April, 1983 unless otherwise indicated.

Secondary

Scale 4 – Head of Science
CHRIST THE KING R.C. (AIDED) COMPREHENSIVE SCHOOL, Darlton Drive, Arnold, Nottingham NG5 7JZ
Headmaster: J. F. Bateson, B.A. Mixed: 812 (11–18)
Experienced, well qualified teacher of Chemistry as Head of Science Faculty. C.S.E., 'O' and 'A' level courses exist in Biology, Chemistry and Physics. Catholic preferred.

Scale 2 – Head of Religious Education
Re-advertisement
HARRY CARLTON COMPREHENSIVE SCHOOL, Lantern Lane, East Leake, Loughborough, Leics. LE12 6QN.
Headmaster: A. D. Armstrong, B.A. Mixed 1000 (11–18)
For September, or earlier if possible, teacher as Head of Religious Education. The subject has an important role in the school curriculum and is available to 'A' level standard.

Scale 1 – Computer Studies/Mathematics
KIMBERLEY COMPREHENSIVE SCHOOL, Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster: D. T. Dowell, M.A. Mixed: 1262 (11–18)
Teacher of Computer Studies and Mathematics. Teaching commitment will primarily be Computer Studies.

Scale 1 – Domestic Science/Girls' P.E.
KING EDWARD VIth SCHOOL, London Road, Retford, Notts. DN22 6AU
Headmaster: M. G. Allan, M.A. Mixed 1090 (11–18)
Teacher able to combine Domestic Science with Girls' Physical Education.

Scale 1 – Geography
VALLEY COMPREHENSIVE SCHOOL, Baulk Lane, Worksop, Notts. S81 7DG
Headmaster: J. M. Johnson, B.A. Mixed: 1850 (11–18)
Graduate teacher of Geography in well equipped and successful department with suite of specialist rooms.
Please apply by letter, giving full curriculum vitae and the names of two referees, to the Headmaster at the school as soon as possible

Scale 1 – Home Economics
GROVE COMPREHENSIVE SCHOOL, London Road, New Balderton, Newark, Notts. NG24 3AL
Headmaster: C. N. Bates, B.A. Mixed 1140 (11–18)
Teacher of Cookery and Nutrition to 'O' level standard with some junior Needlework. Possibility of 'A' level work.

Scale 1 – Mathematics
GROVE COMPREHENSIVE SCHOOL, London Road, New Balderton, Newark, Notts. NG24 3AL
Headmaster: C. N. Bates, B.A. Mixed 1140 (11–18)
For September, or earlier if possible, teacher of Mathematics to teach at least to 'O' level standard. An interest in Computer Studies desirable.

Special

Scale 2 (S) – Class teacher
FOXWOOD E.S.N. (M) SCHOOL, Off Derby Road, Bramcote Hills, Beeston, Nottingham, NG9 3GF
Headmaster: A. L. Smith, B.A. Mixed 102 (all age)
Required as soon as possible, teacher to take charge of Leavers' Group and the Work Experience Scheme. Ability to offer Boys' Games and Outdoor Pursuits an advantage.

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

SECONDARY PASTORAL EDUCATION

continued

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
KASKENMOOR COMPREHENSIVE SCHOOL
Roman Road, Oldham
Required for September 1983, HEAD OF YEAR (SCALE 3) at this 11 - 18 mixed comprehensive school of about 1,100 pupils.
The successful applicant will be responsible for the pastoral and academic care of the pupils in Year 3.
Send s.a.e. for application form and further details to the Head at the school, returnable to him by Friday, 1st April 1983. (19609) 134020

Scale 1 Posts

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WOLFRETON SCHOOL
South Ella Way, Kirkella, Hull HU10 7LU
(Co-educational comprehensive, 11 - 18 years, N.O.R. 2200, 300 in Sixth Form. Pleasantly situated west of Hull)
SENIOR TEACHER
Required for September, 1983, to play a leading role in the management of this comprehensive school. The duties of the holder of this post will include responsibility for girls' welfare in the upper school and a significant responsibility in the school's academic, administrative and pastoral structures.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 28th March, 1983. (54406) 134022

Physical Education

Heads of Department

EALING
LONDON BOROUGH
Education Service
TWYFORD CHURCH OF ENGLAND HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
(12 - 18 Mixed Comprehensive, Group 10)
Required for September 1983, A HEAD OF GIRLS PE (SCALE 3). An enthusiastic and experienced all-rounder is required to initiate and develop a full and varied programme throughout this new and expanding Church school. The school has at present a Sports Hall, gymnasium, hard areas and use of adjacent and off-site playing fields.
London Weighting payable.
Application form and further details from the Headmaster at the school (SAE) to be returned by 1 April 1983. (63946) 134218

GUERNSEY
STATES OF GUERNSEY EDUCATION COUNCIL
GRAMMAR SCHOOL FOR GIRLS
HEAD OF GIRLS P.E. (SCALE 3)
Required for September 1983, a well qualified P.E. specialist with an interest in a wide range of sporting/gymnastic activities.
Further details and application forms are available from The Director of Education, Education Department, P.O. Box 32, Guernsey, to whom completed forms should be returned by Monday, 4th April, 1983. (54416) 134218

HARINGEY
Progress with Humanity
SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue N8 7DT
Telephone number 348 6292
Church of England Voluntary Aided Mixed 11 - 18 Comprehensive School.
1110 on roll.
Headmaster: D.F. Caveen, B.Sc.
Temporary one term appointment, Scale 4, overall Head of Physical Education.
Letters of application (no forms) and curriculum vitae to the Headmaster.
Closing Date: 25th March, 1983.
London Allowance £939 payable. (57742) 134218

ilea Inner London Education Authority

Secondary Vacancies

The Authority would be pleased to receive applications from suitably qualified teachers to Scale 1 posts in the following subjects:

Home Economics
Mathematics
Office Skills

Posts in the Authority's teaching service carry an Inner London Allowance of £834 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Education Officer (TS2), Room 87, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 2101/7427. Please state whether you are seeking a first teaching appointment.

ILEA is an equal opportunities employer.

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
GRANGE COMPREHENSIVE SCHOOL
Rochdale Road, Oldham
Required for September 1983 at this 11 - 18 mixed comprehensive school of about 1200 pupils, SCALE 3 HEAD OF GIRLS' P.E. to teach P.E. and Games to the full age and ability range.
Send s.a.e. for application form and further details to the Head at the school returnable to him by Friday 1st April 1983. (19605) 134218

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury, Bucks.
Head Teacher, Miss M. S. Lambert BSc
Roll, 970
HEAD OF PHYSICAL EDUCATION DEPARTMENT
Scale 2.
Required from 1st September, P.E. Teacher able to specialise in Hockey and Tennis and to lead a thriving department in this girls' Grammar School.
A Scale 3 post may be available for a suitably qualified and experienced applicant. Completed application forms to be returned as soon as possible. (57638) 134220

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
WYKE MANOR UPPER SCHOOL
Required for September 1983, a temporary full-time teacher of girls physical education. This Scale 1 post is for the academic year 1983/84 and is to replace a member of staff on secondment. Applications from enthusiastic and dedicated teachers to join an active Physical Education Faculty would be welcomed. The successful applicant would be expected to fully participate in the schools guidance programme.
This school is committed to a multi-cultural approach to the curriculum, and equal opportunities for all pupils.
Application forms and further details may be obtained (s.a.e. please) from the Headteacher, Wyke Manor Upper School, Wilson Road, Wyke, Bradford, BD12 9PX to whom completed forms should be returned by 8th April 1983.
Reference ET 13583/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65813) 134222

CROYDON
THE OLD PALACE SCHOOL
Croydon.
Required for September 1983, teacher of PHYSICAL EDUCATION. Preference will be given to a candidate with a special interest in developing netball and swimming. Scale 2 post for a well-experienced and capable candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (65666) 134222

DEVON
Please see displayed advertisement on page 61
(57809) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middx
(8 form entry Mixed Comprehensive)
Roll 1250
Required Easter, Scale 1 teacher for BOYS PHYSICAL EDUCATION. Excellent facilities, including a fully equipped Sports Hall and own playing fields. P.E. is an extremely successful Department. This is a temporary appointment for the Summer Term Only.
London Allowance £615.
Application forms (foolscap SAE) obtainable from the Head Teacher, to whom they should be returned as soon as possible. (57628) 134222

ESSEX
HELENA ROMANES SCHOOL (Roll 1380)
Parsonage Downs, Great Dunmow
Tel: 0371 2560, 3361/3.
TEACHER OF BOYS PHYSICAL EDUCATION
Scale 1
Required for September. Excellent facilities; Sports Centre; swimming essential. Interest games, preferably rugby. Rural co-educational school midway London-Cambridge.
TEACHER OF GIRLS PHYSICAL EDUCATION
Scale 1
Required for September. Interest in team games helpful. Excellent facilities. Sports Centre, swimming essential. Rural co-educational school midway London-Cambridge.
For the above two posts please apply without delay to the Head at the school with names, addresses and telephone numbers of two referees (foolscap s.a.e. please).

DAVENANT FOUNDATION SCHOOL
(Roll 700, 120 in Sixth Form. V.A Co-Ed. Comp).
Chester Road, Loughton IG10 2LD
Tel: Theydon Bois 3608.
TEACHER IN CHARGE OF GIRLS P.E. Scale 1 initially, plus London Fringe Allowance
Required September 1983, suitably qualified and experienced Teacher to continue the development of the Girls' P.E. Department. The School will have accepted its fourth co-educational comprehensive year group by next September. The School has its own heated swimming pool and ample adjacent playing fields. Closing date: 25th March 1983.
Apply to the Headmaster at the school for further details (foolscap s.a.e. please).

BELFAIRS COUNTY HIGH SCHOOL FOR BOYS
(Roll 850)
Highlands Boulevard, Leigh-on-Sea
Tel: Southend 74496
PHYSICAL EDUCATION TEACHER Scale 1
Required for Easter or as soon after P.E. Specialist offering French.
Apply by letter to Headmaster giving full curriculum vitae and names of two referees (foolscap s.a.e. please). (19709) 134222

GUILDFORD
GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)
London Road, Guildford, Surrey
PHYSICAL EDUCATION specialist required for September. Please see Independent section for details. (57521) 134222

HARINGEY
Progress with Humanity
ALEXANDRA PARK SCHOOL
Rhodes Avenue N22 4UT
Headmaster: A.M. Nixon, M.A.
Required probably from April 19th, 1983, for one term only.
Teacher of Girls' Physical Education, Scale 1.
This post is available because of the maternity leave of the permanent post-holder. It involves teaching P.E. to girls from the second to sixth years. A willingness to organise school teams would be an advantage.
Application forms and further details are available from the Headmaster and should be returned by Thursday, 31st March, 1983.
London Allowance £939 payable.
Haringey is an equal opportunity employer. (65938) 134222

HAVERING
LONDON BOROUGH OF HAVERING
REDDEN COURT SCHOOL
(Roll 730 Mixed)
Cotswold Road, Harold Wood, Romford RM3 0TS
Tel: Ingrebourne 42293
Headteacher: Mr. B.A. Groome M.A.
TEMPORARY SCALE 1 FOR GIRLS P.E. AND FRENCH
For the Summer term (May to July 1983). Ability to teach P.E. to girls of all ages and French to a 3rd and 4th year set essential. The appointment for one term in the first instance, is to cover maternity leave. Applications would be welcomed from recently qualified teachers.
Letters of application, quoting curriculum vitae and naming two referees, should be sent to the Headteacher by Friday, 1st April, 1983. (65894) 134222

HAVERING
LONDON BOROUGH OF HAVERING
THE NEAVE SCHOOL
(694 Mixed)
Settle Road, Harolds Hill, Romford RM3 9XX
Tel: Ingrebourne 71334
Headteacher: J.B. Quinn, M.A.
TEMPORARY SCALE 1 for BOYS P.E./HEALTH EDUCATION
Required to start as soon as possible. Vacancy exists until the end of the Summer Term.
Please apply direct by telephone or letter to the school. (65895) 134222

HERTFORDSHIRE
ST CHRISTOPHERS SCHOOL
See Main Ad under INDEPENDENT. (65888) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
HERNE BAY SECONDARY SCHOOL
(mixed 11 - 18 years 1135 pupils)
Assistant Teacher for Physical Education with Girls required from September, 1983 (Scale 1 post).
Application forms and further details from the Headmaster at the school in Bullockstone Road, Herne Bay. (19680) 134222

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WALSINGHAM RC SCHOOL
Springfield Road, Hayes, Middlesex UB4 0LT
(Number on roll 477, 52 in Sixth Form)
A vacancy exists for an experienced teacher to take charge of girls' physical education from September 1983 in this co-educational school. A Scale 2 post would be available for a suitable applicant. The school has a well equipped gymnasium and extensive on site playing fields. Applicants should be able to teach all aspects of physical education, including dance, and should be prepared to offer a second teaching subject.
Application forms may be obtained by telephoning the school (01-573 6085) or writing. Completed forms should be returned to the Clerk to the Governors, 8 Broadside Road, Hayes, Middlesex UB4 0PG, to arrive not later than fourteen days after the appearance of this advertisement.
Outer London and SPA Allowances payable. (65844) 134222

NEWHAM
LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ
Headteacher: Mr. I. Deaman
Number on Roll: 975 boys
P.E. TEACHER
Scale 1
Required: April 1983 or as soon as possible thereafter.
London Allowance £939 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher, to whom completed forms should be returned by 29th March 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (57580) 134222

NORFOLK
EARLHAM SCHOOL
Earlham Road, Norwich NR4 7NU
Scale 1
Teacher of Girls' Physical Education
Required September 1983.
Application forms and further details on receipt of a foolscap s.a.e. from the Headmaster to whom completed forms should be returned by 31st March 1983. (58017) 134222

NORTH YORKSHIRE
COUNTY COUNCIL
EASINGWOLD SCHOOL
York Road, Easingwold YO6 3EF
11 - 18 mixed comprehensive
Required for the Summer 1983 only, teacher of BOYS P.E. and GAMES, Scale 1.
Apply by letter giving curriculum vitae and the names and addresses of two referees to the Headmaster at the school as soon as possible. (19638) 134222

NORTHAMPTONSHIRE
KETTERING MONTAGU SCHOOL
Weekley Glebe Road, Kettering NN16 9NS
A teacher of Girls' Physical Education (Scale 1) is required for September 1983, at this developing 11 - 18, 5 f.e. school during the maternity leave of a member of staff. Although the appointment will be a temporary one in the first instance there is a possibility of it becoming permanent. The successful candidate is expected to have a high degree of achievement in one or more sports. Netball and hockey would be an advantage.
Application forms (SAE please) available from the Headmaster to whom they should be returned within two weeks of this advertisement. (57819) 134222

NORTHAMPTONSHIRE
CORBY QUEEN ELIZABETH SCHOOL
Oakley Road, Corby, Northants NN17 1NE
11 - 18, co-educational comprehensive school (1450 on roll)
Required for the SUMMER TERM only, a well-qualified teacher of GIRLS' P.E. and Games (Scale 1).
Further details and application form (SAE please) from the Headmaster. (57824) 134222

NORTHAMPTONSHIRE
CORBY KINGSWOOD COMPREHENSIVE SCHOOL
Gainsborough Road, Corby, Northants NN18 9NS
Required for September 1983, a teacher of Girls' Physical Education (Scale 1) for this 11 - 18, 6 f.e. co-educational comprehensive school. The ability to offer Biology as a second subject would be an advantage.
The person appointed would be expected to share the teaching of all P.E. activities throughout the school. A willingness to take a full part in out of school activities is particularly sought.
Further details and application form from the Headmaster, Kingswood School (Sae please). Closing date: 1st April 1983. (57823) 134222

ST. HELENS
EDUCATION COMMITTEE
SELWYN JONES HIGH SCHOOL
Ashton Road, Newton-le-Willows WA12 0AD
(11 - 18 years mixed Comprehensive 1,052 on roll, 96 in sixth form)
GIRLS P.E. (SCALE 1)
Required for September, 1983
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (58064) 134222

Religious Education

Heads of Department

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST. JOSEPH'S COLLEGE
Voluntary Aided RC 13 - 18 Girl's Comprehensive School, 930 on roll, 236 in sixth form
HEAD OF RELIGIOUS EDUCATION - Scale 4
Required for 1st September 1983, a well qualified, experienced graduate, who is a committed, practising Catholic. The successful candidate would be responsible for the organisation and direction of the Department and should be prepared to become involved in all aspects of the religious life of the school (prayer, liturgy, assemblies, pastoral care and teaching across the ability range up to 'A' level - about 20 students follow the 'A' level course in Theology.)
Application forms and further details may be obtained (s.a.e.please) from the Headteacher, St. Joseph's College, Cunliffe Road, Bradford, West Yorkshire, BD8 7AP to whom completed forms should be returned by 8th April 1983. Reference ET 12483/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (57649) 134418

SUFFOLK
DEBEN HIGH SCHOOL
Garrison Lane, FELIXSTOWE IP11 7RF
(11 - 18 mixed comprehensive roll 938 with 135 in the Sixth Form)
Required September 1983 an experienced teacher for the post of HEAD OF RELIGIOUS EDUCATION (SCALE 3). A wider brief including Social Education would be possible for interested applicants. Closing date 18th April.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57877) 134418

Scale 2 Posts and above

GLOUCESTERSHIRE
CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2RB
Required as soon as possible temporary teacher for Religious Education throughout the School to take charge of the Department and to teach to C.S.E. 'O' and 'A' Level (Scale 2) Vacancy for an indefinite period due to maternity leave.
Applicants should state any additional subjects offered. Application form from the Headmaster (S.A.E.) returnable to him as soon as possible. (57817) 134420

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HARLINGTON UPPER SCHOOL
Goswell End Road, Harlington, Beds
Headmaster Mr. N.B. Lister
Tel: Toddington 4250
13 - 18 Mixed Comprehensive, approx 1,000 on roll.
Required from 11 April 1983, a TEMPORARY SPECIALIST TEACHER OF RELIGIOUS EDUCATION to teach the subject throughout the school during the maternity leave of the present post-holder. Scale 1.
The successful applicant should be able to offer a second subject. An ability to offer help within the Humanities Department would be an added recommendation.
This will be a temporary post for one term in the first instance.
Application forms and further details from the Headmaster, sae please. (19643) 134422

BERKSHIRE
MEADWAY SCHOOL
The Meadway, Tilehurst, Reading RG3 4NN
N.O.R. 1000
Required September 1983 ASSISTANT TEACHER IN CHARGE OF R.E. (Scale 1). Willingness and ability to teach the lower school Integrated Humanities (Geography and History) and/or upper school Social Studies essential. Possibility of Scale 2 post available at a later date.
Please apply to headteacher for application forms and further details (sae please). Closing date 6 April 1983. Berkshire County Council is an equal opportunity employer. (65870) 134422

NORTHAMPTONSHIRE
ROTHWELL MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants NN14 2BB
Required for September 1983 a Scale 1 teacher of Religious Education to join a well established department. Courses in the first three years are designed to enable students to gain an understanding of the elements of religion through a study of world religions. Courses in the Upper School are offered to CSE, 'O' and 'A' level. The department makes a major contribution to the fourth and fifth personal and social development curriculum.
Montsaye is an 11 - 18 comprehensive (1230 on roll with 135 in the Sixth Form) serving a rural catchment area.
Application form and further details are available from the Headmaster (SAE please). (57820) 134422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW
(11 - 16 comprehensive, 850 pupils, mixed)
ASSISTANT TEACHER OF RELIGIOUS EDUCATION
Scale 1 (unestablished), Required from April 1983
The person appointed will be required to teach across the full age and ability range. Religious Education is included in the time-tables of all pupils in the 2nd, 3rd, 4th and 5th Years, whilst in the 1st Year it is incorporated in the Humanities course. The ability to help with English, French or Mathematics would be an advantage.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school as soon as possible. (57590) 134422

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 500 girls
11 - 18. Sixth Form of 160
Graduate teacher of Religious Studies required for September to assist in the teaching of the subject throughout the school to University and Scholarship entrance. Ordinary and Advanced level work available.
Applications to the Headmistress with copies of testimonials if available, and names and addresses of two referees. (57883) 134422

Science

Heads of Department

CAMBRIDGESHIRE
Huntingdon Area
ST. PETERS SCHOOL
St. Peters Road, Huntingdon, Cambs.
Co-educational comprehensive, 1400 on roll.
Headmaster: W.G. Thomas, JP., BA
HEAD OF BIOLOGY
(Scale 3)
required for September. Biology is a major subject in the school's curriculum and is taught as a separate subject from year one and to examinations of CSE, O and A levels.
Applicants should be enthusiastic, of high scholastic achievement and be able to lead a first class department team.
Please write to the Headmaster, giving c.v. and names of two referees, after which details will be sent. (SAE please). (58036) 134818

DEVON
Please see displayed advertisement on page 61
(57802) 134818

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(1400 pupils, 13 - 18 comprehensive, 250+ in Sixth Form)
Required September 1983, Head of Biology, Scale 4
Graduate 'A', 'O', CSE (inc Mode 3) courses in Biology. Also Biology and Rural Science. Good specialist facilities. Further details and application form from the Headmaster, on receipt of s.a.e. (57739) 134818

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road, Farnborough, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 947
Required for September 1983 Scale 3 post
Head of Science to lead and develop a strong department within the Faculty of Natural Science and Technology. Science specialist preferred, physical scientist preferred.
Closing date 28th March 1983.
Letter of application nominating two professional referees to Head Teacher with s.a.e. for details. (57784) 134818

SECONDARY SCIENCE

continued

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS (GRAMMAR)
Norman Way, Colchester CO3 3US
(Roll 640 ; 6th Form 170)
Tel: 76873
HEAD OF SCIENCE DEPARTMENT, Scale 4
Required September. Honours Graduate Physicist, co-ordinating large successful department. Oxbridge teaching essential. Sciences exceptionally strong in the school. Closing date : 9th April, 1983.
Further details and application form direct from the Headmistress (foolscap s.a.e. please).

COUNTY HIGH SCHOOL FOR GIRLS
Broomfield Road, Chelmsford CM0 1RW
(Roll 623)
Tel: Chelmsford 352592
HEAD OF PHYSICS, Scale 3
Required September. 180 girls in academic Sixth: strong Science: teaching to Oxbridge required.
Please reply direct to Headmistress with details of qualifications, age and teaching experience and the names of two referees (foolscap s.a.e. please).

THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PU
(Roll 1100)
Tel 842211
HEAD OF BIOLOGY, Scale 3
Required September, 1983.
Enthusiastic graduate for Head of Biology, with successful and varied experience. Expanding reorganised school, developmental opportunities, new campus.
Application forms and further details available from the school, s.a.e., without delay.

WEST HATCH HIGH SCHOOL
High Road, Chigwell
(Roll 1180)
Tel 01-504 8216
HEAD OF CHEMISTRY, Scale 3, + London Fringe Allowance.
Required September 1983. An enthusiastic and experienced graduate to teach to 'A', 'O' and C.S.E. and lead a specialist team within the Science Department. Three well equipped laboratories.
Apply by letter to Headmaster (foolscap s.a.e. please). (19708) 134818

HAVERING
LONDON BOROUGH OF HAVERING
BUSH FALLS SCHOOL
(Roll 660 Mixed)
Wingletye Lane, Hornchurch RM11 3TB
Tel Hornchurch 52338
Headteacher: Mr. A.W. Grantham, B.Sc.
HEAD OF CHEMISTRY
SCALE 2/3
Required for Easter or as soon as possible to teach to 'A' level in a 4 F.E. single sex comprehensive. Knowledge of electronics and computing an advantage. An experienced technician is available in a modern and well equipped laboratory.
Letters of application should be sent to the Headteacher enclosing full curriculum vitae and the names of two referees.
Closing date: Monday, 28th March 1983. (65899) 134818

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL
Station Road, Pershore, Worcestershire WR10 2BX
(12 - 18)
HEAD OF SCIENCE
Scale 4
Required for September an honours graduate in Physics, to take charge of the Science Department. The post requires the administration of a department of nine full-time and two part-time Science teachers, supported by six purpose-built laboratories and two laboratory technicians. The person appointed will have experience in teaching to University entrance level in their subject, as well as being able to teach General Science to junior classes, and will have experience in the administration of the teaching of his/her own subject. An interest in and knowledge of Micro-electronics would be an advantage.
For further details and application form send s.a.e. to the Headmaster. (19598) 134818

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HUMBERSTON COMPREHENSIVE SCHOOL
Humberston Avenue, Humberston, Grimsby
Required for September, SCALE 2, HEAD OF CHEMISTRY. Experienced and energetic graduate teacher to take responsibility within this strong Science Department. For the teaching of Chemistry to 'O' level and C.S.E. and to contribute to the General Science in the Lower School.
The present holder has a major responsibility for Outdoor Pursuits. The ability to contribute in this area or in the teaching of Personal Development would be welcomed.
The school opened in 1977 in new purpose-built accommodation. It serves the community of Humberston Village and is situated in pleasant open country two miles from Cleethorpes.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65864) 134818

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal, K.J.B. Constable
No. on Roll: 975
HEAD OF CHEMISTRY (Scale 4) required for September 1983. An experienced, well-qualified and enthusiastic person with proven successful teaching experience is required to lead a team which offers both the Cambridge and Nuffield schemes at 'A' level and 'S' level and in addition Oxbridge preparation. The Department also provides both one and two year 'O' level programmes of study, together with a variety of courses for the College General Studies programme.
All College staff share in the tutorial work of the College and are expected to make a contribution to the General Studies Department and the life of the College in a general way.
Application forms obtainable from the Principal at the College to whom completed forms should be returned no later than 8th April, 1983 (f.s.a.e. please). (57592) 134818

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
Douglas, Isle of Man
Required for September, 1983 graduate specialist teacher for Head of Physics Department Scale 3 at this coeducational comprehensive school of 1300 pupils dealing with the age range 11 - 14 years. The School will be reorganised in September, 1985 to an 8 form entry 11 - 18 comprehensive school, when the successful candidate will be responsible for 'A' Level work in Physics.
Application forms and further particulars can be obtained by forwarding a large unstamped envelope to the Headmaster, Ballakermeen Junior High School, Douglas, Isle of Man, to whom they should be returned by 11th April, 1983. (65786) 134818

MID GLAMORGAN
COUNTY COUNCIL
Taff Ely District
NEWMAN R.C. COMPREHENSIVE SCHOOL
TEACHING STAFF VACANCIES
(1) HEAD OF PHYSICS DEPARTMENT - Scale 3
Graduate in Physics to be responsible for the organisation and teaching of the subject in the school up to and including 'A' and 'S' level.
A suitably qualified and experienced teacher would be considered for Head of Science, Scale 4.
(2) Graduate teacher to assist with the teaching of MATHEMATICS and PHYSICS throughout the school. Scale 1 but Scale 2 available for suitably qualified and experienced graduate.
Application forms and further particulars available from the Headmaster, Newman R.C. Comprehensive School, Dynea Road, Pontypridd, Mid Glamorgan, South Wales, to be returned by 28th March, 1983. (65877) 134818

NORTHUMBERLAND
BEDLINGTONSHIRE COUNTY HIGH
Palace Road, Bedlington NE22 7DS
Tel: 822625
Group 13, 13 - 18 Comprehensive
1065 pupils including 185 in 6th Form
Required from September 1983, Head of Chemistry (Scale 4). There are 4 full-time Chemists teaching throughout school to advanced level. This is a large & successful department, both at 'O' & 'A' level. School serves area of Bedlingtonshire lying between rivers Wansbeck & Blyth, easy access to Northumberland National Park and Lake District.
Removal expenses/lodging allowance may be payable.
Application forms, s.a.e., returnable 1st April 1983, from Head.

KING EDWARD VI
West Cottingwood, Morpeth NE61 1DN
Group 13, 13 - 18 Comprehensive.
1350 pupils including 310 in 6th Form
Required from September 1983, experienced & well qualified graduate as Head of Biology (Scale 3), within Science Faculty of established school which provides courses for all age & ability levels, to Oxbridge Scholarship standard, excellent laboratory facilities and enjoys high reputation. Removal expenses/lodging allowances may be payable.
Application forms, s.a.e., returnable 11th April 1983, from Head. (57703) 134818

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
HINDE HOUSE SCHOOL
Shiregreen Lane, Sheffield S5 6AG
Required for September: a well qualified and experienced Director of Science to have overall responsibility for Curriculum Development in Science, in this large comprehensive school, Scale 4. The present post-holder is also Head of Physics with responsibility for the teaching of general science in the second form and of specialist sciences up to 'A' level.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by Tuesday, 29th March, 1983. (54481) 134818

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
BLUE COAT C.E. SCHOOL
Horsedge Street, Oldham
Required for September 1983 at this C.E. 11 - 18 mixed comprehensive school of about 1100 pupils, SCALE 3 HEAD OF CHEMISTRY.
A well qualified and experienced graduate is sought. Chemistry is taught to all levels up to and including the 6th form.
Send s.a.e. for application form to the Head at the school, returnable to him by 11th April 1983. (19607) 134818

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WALTHAMSTOW SENIOR HIGH SCHOOL FOR GIRLS
Church Hill, Walthamstow E17
Head Teacher: Mrs. C.H.M. Moffett
Required for September, HEAD OF PHYSICS, SCALE 2/3 (plus Outer London Allowance) required in this girls' comprehensive school for pupils aged 14 - 19 years (900 on roll) to lead a well established and equipped department with an excellent record of examination success. An interest in the application of computing to the science curriculum would be valued.
Application forms available from the Head Teacher at the school on receipt of s.a.e. Ref No. P.02/82. (57725) 134818

WEST SUSSEX
IFIELD SCHOOL
Lady Margaret Road, Ifield, Crawley, Sussex.
Required September, 1983 HEAD OF DEPARTMENT (Scale 4) to lead a team of 12 experienced and well-qualified Science staff in this 11 - 18 mixed comprehensive community school.
Proven teaching and organisational skills are essential, together with the ability to evaluate and when desirable, implement new ideas in Science teaching.
Applications from Chemists will be particularly welcome, but all others will be carefully considered.
Application forms from above address on receipt of foolscap s.a.e. (54323) 134818

Scale 2 Posts and above

ALTRINCHAM
LORETO CONVENT GRAMMAR SCHOOL
Altrincham, Cheshire
Suitably experienced graduate required for September 1983 to teach Physics throughout the school to A Level.
Please send full c.v. with names of 3 referees, to the Headmistress (enclosing s.a.e.), as soon as possible. (19634) 134820

BERKSHIRE
WAINGEL'S COPSE SCHOOL
Denmark Avenue, Woodley, Reading RG5 4RF
N.O.R. 1350, 11 - 18 mixed comprehensive.
Required September 1983 TEACHER OF PHYSICS (Scale 2) in these purpose-built premises. A well qualified and enthusiastic graduate to join a lively and successful team. The person appointed will be required to teach Nuffield Physics courses at 'A' and 'O' level, as well as some Integrated Science (Scottish Project) in the Lower School.
Application forms and further details from the Headmaster (sae please). Closing date 24th April 1983.
Berkshire County Council is an equal opportunity employer. (57499) 134820

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury, Bucks.
Head Teacher: R. H. Jones, B.A.
Number on roll: 1144 boys and girls.
Teacher of Science (mainly Physics)
Scale 2.
Required APRIL 1983. Large lively department with Physics courses to G.C.E. 'A', 'O' and C.S.E. Levels. All pupils follow a core Science course to 16 years. A commitment to this course is expected. Assistance with removal expenses is given in approved cases.
Letters of application enclosing (s.a.e.) for further details and application form, direct to Headmaster. (57782) 134820

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
Head Teacher: Mr. D.J. Gilling, M.A., L.es L.
Roll: 1660
Second i/c Chemistry
Scale 2
Teacher required for September 1983 to co-ordinate Combined Science courses in the Second Year and to C.S.E. level. The successful applicant will also teach Physics to G.C.E. Ordinary Level.
Application by letter to the Headmaster, giving full c.v. together with names and addresses of two referees. For further details send s.a.e. with application.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (57777) 134820

DEVON
Please see displayed advertisement on page 61
(57805) 134820

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL
(To be formed by the amalgamation of Drayton & High Cross Schools)
Required for September 1983. HEAD OF CHEMISTRY (Scale 2).
An enthusiastic, successful specialist to be responsible for the subject throughout the school. Established, flourishing courses to 'O' and 'A' level, G.C.E. and C.S.E.
Short-listed candidates will be invited to visit the school and meet the Headteacher Designate prior to the interview.
Please apply immediately to the Head Designate at The Drayton School, Gladesmore Road, Tottenham N15 (Tel: 01-800 0884). A detailed job description is available on request.
London Allowance £939 payable. Removal Expenses - 100% allowed in approved cases. Haringey is an equal opportunity employer. (65932) 134820

NORFOLK
WYMONDHAM COLLEGE
Required for September, 1983, PHYSICIST to teach Nuffield Physics to the highest Sixth Form level and to contribute to Integrated Science in the main school. Expertise in Electronics would be particularly welcome. Scale 3 for suitably qualified candidate.
Further details and application forms available from the Headmaster, Wymondham College, Wymondham, Norfolk, on receipt of a stamped addressed envelope. (58015) 134820

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SECONDARY EDUCATION
CHADWELL HEATH HIGH SCHOOL
Christie Gardens, Chadwell Heath, Romford, Essex
Tel: 01-599 2600
Head: Mrs. D. Watkins, B.Ed.
Required from September or earlier: a well-qualified and experienced teacher to be second in the Science Department in this 6.F.E. mixed 11 - 18 comprehensive school. Candidates should be capable of teaching across the full age and ability range, including lower school Integrated Science and Physical Sciences to examination level including 'A' level Chemistry. An interest in and some experience of the development of computer use in schools would be an advantage.
The post is on Scale 3 with Outer London Allowance.
Please apply by letter to the Head, giving full details and the names and addresses of 2 referees by 15th April. (58047) 134820

SUFFOLK
HADLEIGH HIGH SCHOOL
Highlands Road, HADLEIGH IP7 5HU.
(11 - 16 mixed comprehensive number on roll 790)
Required September 1983 TEACHER OF BIOLOGY and some GENERAL SCIENCE with responsibility for Biology in the school (Scale 2). Excellent facilities and strong science departments. Closing date for application 15th April.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57879) 134820

Scale 1 Posts

BERKSHIRE
THE FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks RG11 5NE
N.O.R. 1080
Required September 1983 GRADUATE TEACHER OF CHEMISTRY (Scale 1) with some Combined Science in the Lower School. Chemistry is a flourishing subject in the school. At present sixty-nine boys are studying Advanced Level Chemistry.
Details and application forms from the Headmaster (sae please).
Closing date 31 March 1983.
Berkshire County Council is an equal opportunity employer. (57502) 134822

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Comprehensive. Mixed 13 - 18 years. 1025 on roll. 153 in sixth form.
Required for September 1983, at this school set near the Dales, a well qualified and energetic teacher able to teach Chemistry across the age range to examination level. The ability to teach Integrated Science would be an advantage. The successful candidate will be expected to make a full contribution to a forward thinking department.
This is a temporary Scale 1 post for one year, due to secondment.
Application forms and further details may be obtained (s.a.e.please) from the Headteacher, John D. Anderson, MA, Beckfoot Grammar School, Wagon Lane, Bingley, West Yorkshire BD16 1EE to whom completed forms should be returned by 11th April 1983.
Reference ET 13283/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, race or disability unless otherwise stated. (57646) 134822

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
DR. CHALLONER'S GRAMMAR SCHOOL (BOYS)
Chesham Road, Amersham, Bucks
Head: J.A. Loarridge BD, BA
Roll: 1014
Required for September 1983, graduate to teach PHYSICS to 'O', 'A' and 'S' level in a large and flourishing department. The course is Nuffield Physics, OA Electronics is also taught. Graduates seeking 1st appointments are encouraged to apply. Approximately 160 boys study Physics at A level.
Apply by letter to the Headmaster with full curriculum vitae and names and addresses of 2 referees. Please enclose sae with application for reply. (19557) 134822

BERKSHIRE
READING SCHOOL
Reading RG1 5LW.
N.O.R. 640
Required September 1983 TEACHER OF BIOLOGY & GAMES (Scale 1) in this Grammar School of 640 boys, of whom 130 are boarders and 170 in the Sixth Form.
Letters of application with c.v. (no forms) to the Headmaster, from whom further details are available (sae) by 30th March.
Berkshire County Council is an equal opportunity employer. (65881) 134822

DEVON
Please see displayed advertisement on page 61
(57811) 134822

CROYDON
LONDON BOROUGH OF CROYDON
HALING MANOR HIGH
Kendra Hall Road, South Croydon CR2 6DT
Tel: 01-681 1141/4
Tenable 18 April 1983
A teacher of Chemistry is required for one term only, with the possibility to join the school permanently after redeployment posts have been taken up within the Borough.
SALARY - Burnham Scale 1, With London Area Allowance
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (57761) 134822

DONCASTER
MEXBOROUGH SCHOOL
Maple Road, Mexborough S64 9SD
Tel: Mex 585858
QUALIFIED graduate Teacher of Biology Scale 1, the post is a temporary 1 year appointment. An ability and a willingness to offer other sciences or non-science subjects would be an advantage. Work available to all levels for suitably qualified applicant.
Applications in writing (s.a.e. please) giving a full curriculum vitae and the names of two referees to the Headmaster as soon as possible. (65873) 134822

Required for September 1983.

Elrias High School,
Colwyn Bay (2025)
(11–18, mixed comprehensive, 945 pupils)
Head – C. R. Thomas, M.A.

Head of Faculty of Mathematics & Computer Science, Scale 4

A well qualified and suitably experienced mathematician is required to take responsibility for all Mathematics and Computer Science teaching up to A level. The faculty has a team of six specialists housed in a suite of rooms which include a computer laboratory (micro and main frame link).

The person appointed will be expected to give leadership and support to faculty staff and to make a significant contribution to school management. As well as having a genuine concern for effective mathematics teaching across the whole age and ability range, the successful candidate will have the responsibility of developing further the recently introduced initiatives of Mathematics across the Curriculum, contributions to the vocational courses of BEC, TEC and CGLI and 'A' level Computer Science.

Denbigh High School,
Middle Lane, Denbigh (2813)
(11–18, mixed comprehensive, 1,020 pupils)
Head – G. M. Bitcon, B.A.

Head of Science, Scale 4

Graduate scientist (in the Physical Sciences) to be Head of Science. There are currently 9 teachers of Physics, Chemistry, Biology, and Integrated Science working in a suite of 7 laboratories opened in September 1980. An Electronics course has recently been started and involvement in micro-electronics and computing is being planned.

Ysgol Rhiwabon,
Ruabon, Wrexham (Ruabon 820724)
(11–18, mixed comprehensive, 1,000 pupils)
Head – Elwyn Roberts, B.A.

1. Head of English Department, Scale 4

In addition to assuming responsibility for the organisation, syllabuses, requisitions, etc., of the Department, the successful candidate will be expected to contribute to the establishment of a new Library shortly to be provided, and to promote the fullest possible use of the Library by pupils. An interest in fostering the place of Drama in the school will also be looked for.

2. Head of Physics, Scale 4

The successful candidate will also be designated Head of Science, which will involve the direction of Mixed Ability science courses in Years 1 and 2, Combined Science courses in Years 4 and 5, and Scientific General Studies courses in Years 6 and 7; overall supervision of science department's requisitions; organisation of the duties of Laboratory Technicians; responsibility for the introduction of new Science/Technology courses.

The successful candidates for both posts will be expected to play a full part in the senior management structure of the school including membership of the main policy-making committee.

Brynhyfryd School,
Ruthin (3933)
(11–18, mixed comprehensive, 1,040 pupils)
Head – Owen L. Thomas, M.A.

Pennaeth Yr Adran Ysgrythur, Graddfa 2/3

Gwahoddir ceisiadau gan athrawon cymwys am y swydd uchod. Bydd yr ymgeisydd llwyddiannus yn gyfrifol am y pwnc drwy gyfrwng y Gymraeg a'r Saesneg hyd at lefel 'O'. Cynigir y pwnc i lefel 'A' drwy gyfrwng y Gymraeg.

Ynogystal, disgwylir i'r Pennaeth hybu datblygiad personol a chymdeithasol y disgyblion drwy'r ysgol.

Graddfa 2/3 yn dibynnu ar gymwysterau a phrofiad yr ymgeisydd.

Application Forms and further particulars may be obtained from the appropriate Head, to whom completed form should be returned by April 8th.

CLWYD COUNTY COUNCIL
John Howard Davies
Director of Education
Shire Hall, Mold

SECONDARY SCIENCE
continued

DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire, DE4 1JA
Voluntary Controlled co-educational comprehensive school with 1400 on roll including 215 in Sixth Form, and boarders. Situated in the Peak District National Park. Required for September 1983 a graduate Biologist (Scale 1) to teach all ages and abilities including 'A' level. Must be willing to teach some General Science to C.S.E.
For a single applicant, this post may be residential in the School Boarding House with additional allowances for residential duties. Details available from the Bursar. (S.A.E.).
Letters of application (no forms) to the Headmaster including curriculum vitae and the names and addresses of two referees. Applicants should indicate if interested in being resident. (S.A.E.). (65788) 134822

EALING

LONDON BOROUGH EDUCATION SERVICE
CARDINAL WISEMAN HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Required for Easter or as soon as possible thereafter. An Honours Graduate to teach Biology to 'A' level in this 7 fe 12 - 19 Catholic comprehensive mixed school, number on roll is 1045 with 205 in the Sixth Form. This Scale 1 appointment includes teaching Physics to 'O' level and some general science in the lower school. Applications are welcome from college leavers of the Catholic Teachers Certificate.
Forms obtainable from the Headmaster (SAE) to be returned by 30th March 1983, to the Headmaster, Cardinal Wiseman High School, Greenford Road, Greenford, Middlesex. (57745) 134822

EAST SUSSEX

HOVE PARK SCHOOL
Nevill Road, Hove, BN3 7BN
(Mixed, Comprehensive, 12 - 18 NOR: 1050)
Required September 1983. Teacher of SCIENCE, Scale 1, to teach in the Lower School (12 - 14 years). Applications from all subject specialists and those seeking first appointment welcomed. Relocation grant available in approved cases.
Applications with curriculum vitae and names/addresses of two referees to the Headmistress as soon as possible. (s.a.e. please). (19598) 134822

ENFIELD

LONDON BOROUGH OF ENFIELD
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield, Middx EN1 3PU
(Roll: 1030, including 120 in sixth form)
Required in April or September, 1983, a teacher to take CHEMISTRY and some PHYSICS throughout the school to 'O' level and C.S.E. standard. A temporary appointment for one term would be considered.
London Allowance, £615.
Applications, should be made by letter direct to the Headmaster, at the School, giving full details of qualifications and experience, together with the names, addresses & telephone numbers of two referees. (57849) 134822

HAMPSHIRE

ROBERT MAY'S (CONTROLLED) SCHOOL
West Street, Odiham, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 1050
Required for April or September, 1983. Scale 1 post.
Physics teacher, to teach Physics to C.S.E. and 'O' Level, as well as combined science in the lower school. An interest in electronics an advantage. Five laboratories available in this purpose-built rural school. Closing date: 28th March 1983.
Letter of application to the Headmaster, enclosing c.v. and the names of two educational referees and a stamped addressed envelope. (57830) 134822

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford
(HMC, day, 700 boys 11 to 18)
Required in September, a Graduate to teach Nuffield BIOLOGY throughout the school, up to and including A level. In the first instance this is a temporary appointment for one year. Ability and willingness to help with extra-curricular activities such as rugby, cricket, hockey, CCF and Scouts will be a distinct advantage. Salary: Burnham plus. Possibility of help with accommodation.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (54728) 134822

HILLINGDON

LONDON BOROUGH OF HILLINGDON
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip, Middx HA4 9TB
(Number on roll 680 - 70 in Sixth Form)
Required for April 1983 a teacher of Science (Scale 1). Specialists in either Biological or Physical Science are invited to apply.
The school has 6 well equipped laboratories and Biology, Chemistry and Physics are all taught up to 'A' level. An integrated Science course is followed in the first 3 years.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (65845) 134822

HILLINGDON

LONDON BOROUGH OF HILLINGDON
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HD
(Number on roll 727, 62 in Sixth Form)
Required for the Summer Term 1983 only, a PHYSICS Teacher for 2½/3 days per week to teach up to and including Lower Sixth 'A' Level groups.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (65848) 134822

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
HUMBERSTON COMPREHENSIVE SCHOOL
Humberston Avenue, Humberston, Grimsby
Required for April, 1983: TEMPORARY TEACHER OF CHEMISTRY AND/OR GENERAL SCIENCE for the Summer Term only.
The school opened in 1977 in new purpose-built accommodation. It serves the community of Humberston village and is situated in pleasant open country two miles from Cleethorpes.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65865) 134822

LONDON SW15

PUTNEY HIGH SCHOOL
See main advertisement under Independent, Science, Other Assistants. (65768) 134822

LONDON SW15

PUTNEY HIGH SCHOOL
See main advertisement under Independent, Science, Other Assistants. (57867) 134822

Cheshire

HEADS OF DEPARTMENT

HEAD OF MATHEMATICS FACULTY – SCALE 4

Henbury County High
Whirley Road, Macclesfield
Tel: Macclesfield 22115

Required for September 1983, a graduate Mathematician to take responsibility for Mathematics teaching throughout the school including CSE, 'O' and 'A' level work and to lead a faculty of six teachers in this 11–18 mixed comprehensive.
Completed application forms should be returned by 30th March, 1983.

SCALE 3 POSTS

MATHEMATICS: SCALE 3
Second in Department

Winsford Verdin Comprehensive
High Street, Winsford.
Mixed Comprehensive, 11 to 18 years; 1200 on roll; VI Form 100.

Required for September 1983 to teach throughout the school, including a considerable amount of 'A' level work. Ability to contribute to the teaching of Computer Studies would be an advantage.
Closing date Friday, April 22nd.

MATHEMATICS SCALE 3

Catholic High
Capenhurst Lane, Ellesmere Port South Wirral, L65 7AQ.
Tel: 051 355 2373
11–18 Mixed Comprehensive.

Required for September 1983, graduate to teach up to and including 'A' Level. Second in department available for suitable applicant. Newer entrants also invited to apply. Please apply immediately.

SCIENCE: SCALE 3

Padgate County High
Insall Road, Padgate, Warrington WA2 0HD.
Tel: Padgate 822032
Purpose-built 11–18 mixed comprehensive, 1135 Pupils on roll.

Required for September 1983, a Graduate with successful experience of teaching SCISP, able to make a significant contribution to integrated Science teaching up to 'O' level. Opportunities for 'A' level work.

LEICESTERSHIRE

KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics

In the Leicestershire plan for the re-organisation of secondary education. 14 - 18 Upper ROLL 1685

PHYSICS/COMPUTER STUDIES SCALE 1

Required August. Interest in control technology helpful.

Further details from the Head (SAE).

Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (65977) 134822

MIDDLESEX

THE NORTH LONDON COLLEGIATE SCHOOL
Wanted for September 1983, well qualified graduate Physicist to teach throughout the school to Nuffield Advanced Level and a share of Scholarship teaching. Scale 1 and II Post.
Application by letter with curriculum vitae, with the names of two referees to The Headmistress, The North London Collegiate School, Canons, Edgware, Middlesex. (Independent Girls' School - formerly Direct Grant - 800 pupils). (57759) 134822

NEWHAM

LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DG
Number on Roll: 1255 girls
TEMPORARY TEACHER OF CHEMISTRY
Scale 1
Required September 1983.
A temporary teacher of Chemistry, qualified to teach for C.S.E. and 'O' level courses to cover a period of maternity leave. Experience in teaching for A Level would be an advantage.
London Allowance: £939.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 29th March, 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (57581) 134822

NORFOLK

SMITHDON HIGH SCHOOL
Downs Road, Hunstanton PE36 5HY
(Group 10)
Roll 980 mixed 11 - 16 years
Scale 1
Biological Sciences

Required September. Work to 'O' level available.

Apply by letter giving names of two referees and curriculum vitae to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing date: 28th March 1983.

Removal expenses paid within Authority's Scheme. (58020) 134822

NORFOLK

SMITHDON HIGH SCHOOL
Downs Road, Hunstanton PE36 5HY
(Group 10)
Roll 980 mixed 11 - 16 years
Scale 1

Physical Sciences required September. Work to 'O' level available.

Apply by letter giving names of two referees and curriculum vitae to the Headmaster from whom further particulars (s.a.e. please) are available.

Closing date: 28th March 1983.

Removal expenses paid within Authority's scheme. (58021) 134822

NORTHAMPTONSHIRE

IRTHLINBOROUGH HUXLOW SCHOOL
Finedon Road, Irthlinborough, Northants NN9 5TY

Required for September 1983 a GRADUATE CHEMISTRY TEACHER (Scale 1) to join a lively and successful science department.

The person appointed will teach chemistry throughout the school and contribute to the teaching of combined science in the lower school. 'A' level teaching could be made available to a suitable candidate.

Huxlow School is a co-educational comprehensive school of 760 pupils, situated in rural Northamptonshire.

Application forms and further details are available (SAE please) from the Headmaster. (57897) 134822

OXFORDSHIRE

COUNTY COUNCIL
SEGSBURY SCHOOL
Challow Road, Wantage OX12 9DU
Group 9, Roll 686.
Co-educational 11 - 16 Comprehensive School, soon to be amalgamated with Icknield School and King Alfred's School, Wantage.
Required for September 1983 a teacher of Physics up to 5th year.
C.V. and names of two referees to the Acting Headteacher as soon as possible. SAE please. (65782) 134822

OXFORDSHIRE

COUNTY COUNCIL
KING ALFRED'S SCHOOL & WANTAGE SIXTH FORM
Portway, Wantage
Required for September, 1983 (for one year only) due to secondment, a temporary teacher of Chemistry to teach throughout this 11 - 18 mixed comprehensive school.
Apply in writing to the Headteacher from whom further details may be obtained. S.A.E. please. (58066) 134822

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL
GEORGE SALTER HIGH SCHOOL
(11 - 16 Multi-Ethnic Comprehensive)

Required for 11th April 1983. BIOLOGY Scale 1. To teach to 'O' level. Temporary during maternity leave.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Acting Head Teacher, Claypit Lane, West Bromwich, West Midlands.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (58025) 134822

SHROPSHIRE

EDUCATION COMMITTEE
MEOLE BRACE SCHOOL
Longden Road, Shrewsbury, Shropshire
Required September 1983 SCIENCE TEACHER Scale 1 (physics main).
Apply be letter to Head Master with 2 referees and 2 stamped addressed envelopes. (19655) 134822

SHROPSHIRE

EDUCATION COMMITTEE
ERCALL WOOD SCHOOL
Golf Links Lane, Wellington, Shropshire TF1 2DU
11 - 16 Comprehensive School, 620 pupils
Scale 1
Required for September 1983, a graduate to teach BIOLOGY and some Intergrated Science.
See to Head Master for application form and further details. (19660) 134822

STAFFORDSHIRE

STAFFORDSHIRE EDUCATION COMMITTEE
BROWNHILLS HIGH SCHOOL
Brownhills Road, Tunstall, Stoke-On-Trent.
Required for September, 1983 TEACHER OF PHYSICS AND COMBINED SCIENCE (Scale 1)
Application forms obtainable from and returnable to the teacher (s.a.e.)
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (57794) 134822

SURREY

EDUCATION COMMITTEE
FULLBROOK SCHOOL
New Haw, Weybridge
12 - 18 Mixed Comprehensive PHYSICS teacher required September 1983 to take subject to C.S.E. and 'O' level. 'A' level work is available to a suitably qualified candidate. Scale 1.
Further information available from the Headmaster, Mr. R.J. Smyth, M.A., Tel: Byfleet 49301/2.

MAGNA CARTA SCHOOL
Thorpe Road, Staines
Mixed Comprehensive, 12 - 16, 1100 on roll, Group II PHYSICS, well qualified, enthusiastic teacher required September 1983. Scale 1.
Apply to Headmaster, Tel: Staines 54320.

ST. ANDREWS R.C. (AIDED) SCHOOL
(12 - 18 Mixed Comp, NOR 700, including 160 Sixth Form)
Leatherhead
PHYSICS Scale 1 teacher required April 1983, if possible. Join vigorous popular SCIENCE Dept. Teach to 'A' Level.
Contact Head Tel: Ashtead 77881.

THE STANWELL SCHOOL
(12 - 16)
Stanwell
TEMPORARY SCIENCE teacher Scale 1 required Summer Term. PHYSICS TO 'O' Level; GENERAL SCIENCE to lower school.
Apply to Head, Tel: Ashford 50453. (19626) 134822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
NORLINGTON HIGH SCHOOL
Norlington Road, London E10
Headmaster: C. W. Ware
Required for April SCIENCE TEACHER SCALE 1 (plus Outer London and Social Priority Allowance) required in this comprehensive school for boys aged 11 - 14 years (500 on roll).

Temporary post for Summer Term only, in the first instance:
Appplication form and further details available on receipt of s.a.e. from Headmaster Ref. No. P86/83. (65998) 134822

WEST SUSSEX

DOWNLANDS SCHOOL
Dale Avenue, Hassocks, W. Sussex BN6 8LP
Group 10, 11 - 16 Mixed Comprehensive, Nor 950.
Required September 1983, Teacher of Physics (Scale 1).
Application forms from Headteacher on receipt of sae. (54327) 134822

WEST SUSSEX

MILLAIS SCHOOL
Depot Road, Horsham, W. Sussex RH13 5HR
11 - 16 Girls Comprehensive, Nor 1120; Group 11
Required April/September 1983 Scale 1 Teacher of Physics and Combined Science to join a lively and enthusiastic department, graduate preferred. The post would be suitable for a newly qualified applicant.
Form and details from Headteacher on receipt of s.a.e. Removal expenses in approved cases. (54328) 134822

WEST SUSSEX

SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11 - 18 Comprehensive (2000 on roll))
Required for Summer Term, TEMPORARY TEACHER OF SCIENCE. Any specialisms could be accommodated but a Chemist would be particularly welcome.
Please write to Headmaster giving relevant personal details and quoting names and addresses of two referees. (54329) 134822

WILTSHIRE

BISHOP WORDSWORTH'S SCHOOL
Salisbury.
(Boys' Grammar; 772 on roll; A-level Sixth: 200+)
ASSISTANT TEACHER (Burnham Scale 1) OF CHEMISTRY required for September to teach to A-level and university entrance at this long-established grammar school. Ability to help with games (particularly rugby, hockey, cricket) an advantage.
Letter of application and curriculum vitae to The Headmaster, Bishop Wordsworth's School, 11 The Close, Salisbury, Wilts., from whom further particulars may be obtained (s.a.e. please). (55174) 134822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
COLTON HILLS SCHOOL
Temporary full-time Teacher of Science required at Easter, for the Summer Term only in this mixed 11 - 18 comprehensive school.

Application forms are available from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (57604) 134822

Social Studies

Scale 1 Posts

EALING

LONDON BOROUGH EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall, Middlesex UB1 3BT
Required for the Summer term on a one term temporary contact a graduate teacher of Sociology to take the subject to 'O' and 'A' Levels.
London Weighting payable.
Please telephone the Head, Mr. L.W. Baker, 01-574 2511. Application forms from the Head at the school (SAE) to be returned by 30th March 1983. (65955) 135022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
DANE COURT GRAMMAR SCHOOL
Broadstairs
SOCIOLOGY TEACHER - SCALE 1
Required for September 1983, a well qualified graduate to teach Sociology to 'A' level.

Since Sociology is only taught at Sixth Form level, an ability to relate easily to students of 17 - 19 is essential. Ability to contribute to the teaching of Economics is desirable.
Dane Court is a co-educational, selective school (top 24%) of 1180 pupils (300 in the Sixth Form) housed in modern building in a pleasant residential district.
Applications by letter, giving the names of two referees, and enclosing a curriculum vitae should be sent to the Head Master by 30th March 1983. (10681) 135022

Speech and Drama

Scale 1 Posts

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham Berks RG11 3DF
N.O.R. 1550
Required September 1983 TEACHER OF DRAMA AND ENGLISH (Scale 1) to join a strong department with well established courses in Drama.
Application forms and further details available from The Principal (sae).
Closing date 8 April 1983.
Berkshire County Council is an equal opportunity employer. (57505) 135212

Technical Studies

Heads of Department

DEVON

Please see displayed advertisement on page 61 (57807) 135418

HAVERING

LONDON BOROUGH OF HAVERING
(Roll 1250)
Lodge Lane, Romford RM5 2LD
Tel: Romford 46412
Headteacher: Mrs. P.A. Atherton
HEAD OF TECHNOLOGY, SCALE 3/SECOND IN CDT DEPARTMENT
Required Easter 1983, if possible to join the well established CDT Department. The applicant should be well versed in the problem solving approach to CDT, capable of offering experience and skills in a variety of media and of establishing links with other departments.
Letters of application and full curriculum vitae and two referees should be sent direct to the Headteacher at the school. Closing date: Monday, 28th March, 1983. (65898) 135418

Scale 1 Posts

BEDFORD

BEDFORD MODERN SCHOOL
Independent H.M.C.
1150 boys aged 7 - 18 years

Required for September 1983 an experienced and qualified teacher of Geometrical and Mechanical Drawing. This subject is taught up to 'O' and 'A' levels. The person appointed will have proven experience in this field and will be responsible for the subject, under the general guidance of the Head of Technical Studies. There may be some opportunity to teach in the Workshops.

Salary according to qualifications and experience, but likely to be Burnham Scale II. Removal expenses. Medical Insurance Scheme. Help with School fees.

Apply in writing, with the names of two referees to: The Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT. (57347) 135022

Somerset

FROME COLLEGE

(13–18 mixed comprehensive, 1,550 and FE College combined on separate sites)

For September 1983:

1) A Specialist in REMEDIAL EDUCATION (Scale 1) with the ability to teach particularly ENGLISH and/or MATHEMATICS. This post is temporary for one year and offers the opportunity to join a lively, enthusiastic department requiring an energetic new member.
2) Required for one year from September 1st, 1983, temporary teacher of English (Scale 1). Successful applicant will join an experienced and supportive department.
3) A teacher, Scale 2 of TECHNICAL STUDIES. The Teacher appointed will have responsibility for Design Technology (Metal/Engineering in the School section of the Department of Technology, and a keen interest in Schools Council Modular Technology would be advantageous. An enterprising teacher is sought who can contribute to all sections of the Department in the 14–19 age range, such as TEC and City and Guilds Engineering.

Applications in full by letter to the Principal endorsing envelope with post title and enclosing SAE for job description and application form.
Closing date: 7th April, 1983.

SECONDARY TECHNICAL STUDIES
continued

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Comprehensive, mixed 13 - 18 years, 1,025 on roll, 155 in Sixth Form.
Required for September 1983 at this school set near the Dales, a qualified teacher in Design and Technology with specialist skills in the Engineering, Metalwork or Technology, drawing skills an advantage. Commitment needed to current developments in Design and Technology. Courses to CSE 'O' and 'A' level Design (JMB), Metalwork, Woodwork, and Motor Vehicle Technology examinations operate. New developments in Graphic Communications and Technology links with the Science Department are currently taking place. Scale 1.
Application forms may be obtained (s.a.e.please) from the Headteacher, John D. Anderson MA, Beckfoot Grammar School, Wagon Lane, Bingley, West Yorkshire, BD16 1EE to whom completed forms should be returned by 11th April 1983.
Reference at 13083/TES
Bradford is an equal opportunities employer and welcomes applications from candidates of any age, sex, race or disability unless otherwise stated. (65810) 135422

CAMBRIDGESHIRE

CHESTERTON COMMUNITY COLLEGE
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
(Scale 1).
Required for September in this 11 - 16 comprehensive school (Roll 1100). There is flexibility in the Department to take advantage of any particular strengths and these should be detailed in the letter of application to the Headmaster, Gilbert Road, Cambridge CB4 3NY, together with names/addresses of two referees.
Further details available. (s.a.e. please). (58040) 135422

CAMBRIDGESHIRE

CHESTERTON COMMUNITY COLLEGE
Required for the summer term only teacher of CRAFT, DESIGN and TECHNOLOGY (Scale 1). Full or part-time applicants considered.
Apply to the Headmaster, Chesterton Community College, Gilbert Road, Cambridge CB4 3NY (s.a.e.). (58039) 135422

DERBYSHIRE

EDUCATION AUTHORITY
LONG EATON SCHOOL
Tamworth Road, Long Eaton, Nr. Nottingham
Required from start of Summer Term (18th April) Temporary teacher of Metalwork (Scale 1). The post is available for at least one term. An interest in Motor Mechanics would be an advantage.
Apply by letter and curriculum vitae with names of two referees to the Headmaster at the school. (57889) 135422

DEVON

Please see displayed advertisement on page 61 (57813) 135422

EALING

LONDON BOROUGH EDUCATION SERVICE
TWYFORD CHURCH OF ENGLAND HIGH SCHOOL
Twyford Crescent, Acton, London W3 9PP
(11 - 18 Mixed Comprehensive, Group 10)
Required for September 1983, for the Design Faculty, a TEACHER FOR CRAFT, DESIGN AND TECHNOLOGY (Scale 1). Applicants should be familiar with a multi-material approach to design-based courses.
The Craft, Design and Technology Department is embarking on new courses and offers the opportunity to join a flourishing and expanding department which enjoys excellent facilities. An interest in school industry links would be helpful. There may be an opportunity to contribute to Games.
London Weighting payable.
Application form and further details from the Headmaster at the school (SAE) to be returned by 1st April 1983. (65848) 135422

ENFIELD

LONDON BOROUGH
AYLWARD SCHOOL
Silbury Way, London N18
11 form entry mixed comprehensive)
Roll 1,300
Required for April, 1983 ART and CRAFT teacher, Scale 1.
For further information see under Art Scale 1 posts. (65843) 135422

HEREFORD & WORCESTER

COUNTY COUNCIL
THE MINSTER SCHOOL
Leominster, Herefordshire HR6 8JJ

The Minster School, a Group 11 Comprehensive School (11 - 18), 1112 pupils with a well established Sixth Form, is situated in a pleasant small market town in rural Herefordshire.

Required for September 1983, Teacher for Technical Studies (Scale 1). While the person appointed should be prepared to teach Woodwork and Metalwork, we wish to appoint a teacher with a flair for Technical Drawing, to teach C.S.E. and 'O' level and possibility of 'A' level work.
Application forms and further details from Headmaster. (58026) 135422

GLOUCESTERSHIRE

CHIPPING CAMPDEN SCHOOL
Chipping Campden
11 - 18 Rural Comprehensive, 820 mixed
Required for September qualified teacher (scale 1) for woodwork, metalwork and technical drawing to examination level. The person appointed will run his/her own workshop and there will be opportunity to develop new ideals within the craft subjects. Staff housing may be available.
Apply to the Headmaster (no form) giving details of qualifications and names and addresses of two referees. (19653) 135422

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
IMMINGHAM SCHOOL
Carver Road, Immingham, Grimsby
(Mixed 11 - 19, Roll 1,600)
Headmaster, Michael Roper
Required for September, 1983: ASSISTANT TEACHER OF BOYS' CRAFT. A suitably qualified teacher is needed. The post, which may well suit a new entrant, offers the opportunity to teach in the Boys' Craft area which forms part of an Integrated Design approach up to 'O' and 'A' level.
The school, with a sixth form of 140, has new buildings and has had a comprehensive intake since 1971.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within ten days of this advertisement. (65867) 135422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DARTFORD GRAMMAR SCHOOL
(700 boys Founded 1576)
Required in September, 1983, a teacher for the Design and Technology Department to teach woodwork and/or metalwork to O and A level. Some knowledge of plastics would be helpful. Scale 1 post. Fringe Allowance £231. Assistance with cricket, rugby, societies will be a strong recommendation.
Letters of application to the Headmaster, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW, should include a full curriculum vitae, the names of two referees and a foolscap envelope for further information.

DOVER DIVISION
ARCHERS COURT SECONDARY SCHOOL
Honeywood Road, Whitfield
Required at this mixed Secondary School of approx. 950 pupils, Group 11, for September 1983, a well qualified and energetic teacher (Scale 1) to share in the work of the Heavy Crafts Department (Metalwork, T.D., Design).
The person appointed will work at first with years 1 - 4 but opportunities to work in the 5th and 6th years will follow.
A particular interest in Design based courses and/or in Technology would be an advantage.
Applications in writing to the Headmaster at the School with full curriculum vitae and the names and addresses of two referees.

SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800+ on roll
FACULTY OF TECHNOLOGY
Metalwork Scale 1
Applications are invited from suitably qualified teachers with an interest in 'O' level and CSE work, commencing September 1983. Some experience of design based courses would be an advantage. Ability to participate in City and Guilds work at Foundation Course level would be desirable though not essential. Two purpose-built metalwork work rooms with excellent facilities for benchwork, machine work and foundry work.
Letters of application, together with curriculum vitae and names and addresses of referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible please. (19682) 135422

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SHELLEY HIGH SCHOOL
Huddersfield Road, Shelley, Huddersfield HD8 8NL
Ref: 121
(13 - 18 Upper School, 1200 Mixed)
Required from 30th August 1983, teacher of CRAFT, DESIGN & TECHNOLOGY, SCALE 1.
Further particulars and forms are available from the Headmaster at the school, to whom they should be returned within 14 days from the appearance of this notice in the press. (57612) 135422

LINCOLNSHIRE

BRANSTON SCHOOL AND COMMUNITY COLLEGE
ASSISTANT TEACHER BURNHAM SCALE 1
NOR 1280

Required for September 1983, teacher of Craft, Design and Technology to join a team of six. Applicants should have an interest in a multi-material approach but a wood/plastics bias could be an advantage.

For forms/details send SAE to the school, Station Road, Branston, Lincoln LN4 1LH. Closing date 8 April 1983. (65992) 135422

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: Mrs. P.A. Kaye
Number on Roll: 1165
CRAFT TEACHER
Temporary, to cover maternity leave
Scale 1
Required shortly to work in the Technical Studies Department.
The person appointed will have the opportunity to teach a variety of craft subjects across a wide age range.
London Allowance: £939.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 29th March 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (57577) 135422

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
Tel: 01-979 3399
(11 - 16 mixed comprehensive)
CRAFT DESIGN & TECHNOLOGY
(Scale 1, plus Outer London Allowance of £615 p.a)

Required for September, 1983, a teacher of Craft, Design and Technology, and Graphical Communications, Scale 1, established to join a forward-looking department in recently extended and refurbished accommodation. An interest in project technology would be an advantage.

This is a new appointment arising from an increasing school roll.

Application forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 15th April 1983, to the Headmaster at the school, who will also be pleased to provide further information if required. (57583) 135422

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey TW10 6HW
(11 - 16 mixed comprehensive, voluntary aided school for Agilcans and Roman Catholics)
CRAFT, DESIGN AND TECHNOLOGY
(SCALE 1 plus Outer London Allowance of £615 p.a.)

Required for September 1983, a well-qualified teacher of Craft, Design and Technology, to teach with enthusiasm up to and including C.S.E. and G.C.E. 'O' level. There are opportunities for teaching all aspects of C.D.T., but a particular interest in metal work and plastics would be an advantage.

Application form (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB, returnable by 28th March, to the Headmistress, Miss J.M. Shelmerdine, B.Sc., at the school. (57586) 135422

SUFFOLK

COUNTY UPPER SCHOOL
Beeton's Way, Bury St. Edmunds.
(Mixed comprehensive 13 - 18: 1,020 on roll)
Required for September, 1983, a teacher of Craft, Design and Technology (Scale 1) to join a well established department in modern, well-equipped workshops. An interest in inter-disciplinary work is necessary; opportunities exist for the development of Design and Technology courses. The ability to teach some other non-Technical Studies subject would be an advantage.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (57880) 135422

SURREY

EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
12 - 18 mixed comprehensive
CRAFT/DESIGN/TECHNOLOGY, temporary Scale 1 teacher required for the Summer Term 1983. Excellent multi-disciplinary facilities available.
Application forms and details from the Headteacher - Tel: Epsom 40388.

GEORGE ABBOT SCHOOL
Burpham, Guildford
12 - 18 mixed comprehensive 1550 pupils - 310 in Sixth Form
TECHNICAL DRAWING teacher required September 1983 preferably with some GAMES/P.E. to teach the subject to 'O' level. Ability to teach junior GEOGRAPHY or CRAFT an advantage, Scale 1.
Apply to Headmaster - Tel: Guildford 38433. (19625) 135422

Other than by Subject Classification

Heads of Department

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LP
Mixed Comprehensive 12 - 18.
NOR: 1100
Required September 1983:-
a) Head of History Department, Scale 3. Applications are invited from well qualified and experienced teachers for this post within a Humanities Faculty. Courses are well established to CSE, 'O', 'A' and Scholarship Level.
b) Head of Physics Department, Scale 3. Applications are invited from well qualified and experienced teachers for this post within a Science Faculty. Courses are well-established to CSE, 'O', 'A' and Scholarship Level.
Relocation grant available in approved cases.
Further details and applications forms available from the Headmaster to whom completed applications should be returned by 8th April. (19592) 135618

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
HATHERSHAW COMPREHENSIVE SCHOOL
Bellfield Avenue, Oldham
Required for September 1983, HEAD OF ACADEMIC SUPPORT FACULTY (SCALE 4) for this 11 - 18 expanding mixed comprehensive school of about 950 pupils. The Faculty, one of four in the school, is responsible for the Resources Centre, a Remedial and English as a Second Language Service, the provision of careers guidance and the organisation of courses not readily provided by other Faculties, e.g. Computer Studies and Integrated Studies.
A well qualified and experienced teacher is sought who will have had substantial experience in one or more of the areas outlined above. The vacancy occurs on the promotion of the present holder to Deputy Head. A Social Priority Allowance is payable.
Send s.a.e. for application form and further details to the Head at the school, returnable to him no later than Monday 28th March 1983. (19604) 135618

Scale 2 Posts and above

AVON COUNTY

DOWNEND SCHOOL
North View, Staple Hill, Bristol BS16 5RX
Required for September 1983 (Scale 4) experienced, well qualified teacher to co-ordinate the work in the following subject areas: Geography, History, Music, R.E., Community Service, Careers, Social Education, Economics, Business Studies, Commerce, Sociology. (Humanities Subjects).
Application to Head Teacher by letter, enclosing Curriculum Vitae and the names of two referees as soon as possible. (58077) 135620

EALING

LONDON BOROUGH EDUCATION SERVICE
THE ORCHARD SCHOOL UNIT
33 Cromwell Road, Teddington, Middlesex
Required for September 1983, or earlier if possible, a teacher for a small education unit within a Children's Home. This post is extremely demanding but provides an excellent opportunity to exercise imagination and initiative. A flexible approach is more important than particular subject strength, although experience in Special Education and an interest in Craft subjects and physical education would be advantageous. The ability to develop positive relationships with difficult children and to liaise with their Social Workers is essential.
Scale 2 salary plus Inner London Allowance.
Applications forms from Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE) to be returned by 31st March 1983. (65953) 135620

EALING

LONDON BOROUGH OF EALING
LOWER BOSTON ROAD TUTORIAL CENTRE
W.7
Required for September or as soon as possible, ASSISTANT TEACHER, Scale 2.
For further details see under 'Special Education, Scale 2 column. (57837) 135620

Scale 1 Posts

HARINGEY

Progress with Humanity

EDUCATION SERVICE
TEMPORARY SUPPLY TEACHERS REQUIRED IMMEDIATELY
Qualified Teachers required for full-time or part-time temporary supply work in Nursery, Primary and Secondary Schools. Applications are invited from teachers with previous successful experience in U.K. or abroad, although it may be possible to consider applicants who have not completed probation for assignments in secondary schools. Current daily rate of pay between £30.35 and £49.34 according to qualifications and experience.
Please Tel: 881 3000 (Ext. 3146) for application form, or write (s.a.e.) to the Chief Education Officer, Education Offices 48 - 62 Station Road, Wood Green, London N22 4TY.
Haringey is an equal opportunity employer. (65930) 135628

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECON HIGH SCHOOL
(mixed comprehensive 11 - 18)
Required for 1st September 1983, a suitably qualified teacher to offer Outdoor Pursuits and Environmental Studies, and to co-ordinate the teaching of early leavers in this area of activity. Scale 1 post. (Ref: 625).
Application forms and further particulars obtainable from the Headmaster, Brecon High School, Penlan, Brecon (s.a.e. please), to whom completed forms should be returned by 8th April, 1983. (57856) 135622

NORTHUMBERLAND

KING EDWARD VI
West Cottingwood Morpeth NE61 1DN
Group 13, 13 - 18
Comprehensive 1350 pupils including 310 in 6h Form.
Required from Sept 83 suitably qualified teacher of Business Education (Scale 1) to work in strong team offering RSA, CSE, GCE, and BEC Diploma Courses. Excellent facilities & resources in established & successful dept. Willingness to teach some Social Studies and/or games an additional qualification. Removal expenses/lodging allowance may be payable.
Application forms, sae returnable 11.4.83, from Head. (57704) 135622

SOMERSET

HEATHFIELD SCHOOL
Monkton Heathfield, Taunton
(11 - 16 mixed comprehensive, 780)

For September 1983:-

I. Teacher of PHYSICS and MATHEMATICS, II. Teacher of BOYS' PHYSICAL EDUCATION.

For further details of these two posts see advertisement in the Somerset County Council composite advertisement. (57515) 135622

STATES OF GUERNSEY

EDUCATION COUNCIL VACANCIES
LES BEAUCHAMPS SECONDARY SCHOOL
Required for 1st September, 1983, a Physicist with experience in microelectronics for the post of Head of Science. Scale III. Closing date for applications will be 8th April 1983.
Required from 1st September, 1983, a Scale I teacher of Mathematics, preferably with some experience in microelectronics. Closing date for applications will be 8th April 1983.

LA MARE DE CARTERET SECONDARY SCHOOL
Required from 1st September, 1983, two Scale I teachers of Mathematics, preferably with knowledge and experience of teaching SMP Maths. Closing date for applications will be 8th April 1983.

ST. SAMPSON'S SECONDARY SCHOOL
Required as from 1st September, 1983, a Scale I teacher of Mathematics with experience of both SMP and traditional methods. Closing date for applications will be 8th April 1983.
Application forms for each of the above posts are obtainable on receipt of an UNSTAMPED foolscap envelope from The Director of Education, Education Department, P.O. Box 32, St. Peter Port, Guernsey, to whom completed forms should be returned by the dates indicated.
An official order form is enclosed. (65969) 135622

WILTSHIRE

EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR
Tel: Swindon (0793) 812824
Required for September 1983 at this well-established purpose-built mixed 11 - 18 comprehensive school with 1200 on roll.
Well qualified teacher of ECONOMICS, Scale 1, to teach the subject to 'A' and 'S' level and COMMERCE up to 'O' level.
The school is well situated at the foot of the Marlborough Downs and has an excellent range of sporting facilities including squash courts and a 25m indoor heated swimming pool.
Assistance with removal and lodging allowance in approved cases.
Further details and application form (s.a.e. please) from the Headmaster. (57860) 135622

Cornwall

Cornwall Education Committee

SECONDARY

SALTASH SCHOOL, Wearde Road, Saltash, Cornwall PL12 4AY.

Home Economics – Scale 1
For September 1983 a well qualified teacher is sought to work in Home Economics Department on Cookery as well as Fabric Studies/Needlework for both sexes. An opportunity exists for 'O' level and 'CSE' Examination work if suitably experienced.
There are well equipped en suite practical rooms with well established courses. A person of imagination and enthusiasm is sought to join a strong team.

RICHARD LANDER SCHOOL, Tresawls Road, Truro TR1 3LP.

Assistant Teacher of Chemistry – Scale 3
Required for September, 1983, Assistant Teacher of Chemistry.
Experienced and well qualified teacher required to be responsible for Chemistry up to 'A' level to work in both Sixth Form Centre and the main school.

Assistant Teacher of Mathematics – Scale 1
Required for September, 1983, Assistant Teacher of Mathematics (Scale 1). Required to teach at all levels throughout the school up to 'A' level if possible. An interest in statistics would be helpful but not essential.
Closing date: 28th March, 1983 (both posts).

REDRUTH SCHOOL, Tolgus Hill, Redruth TR15 1TA.

Teacher of General Science/Rural Science – Scale 1
Required for September, 1983 Teacher of General Science and Rural Science.
Redruth School is an 11–16 mixed comprehensive school of 1605 pupils. The school is a split site on one campus.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headteacher as soon as possible.

Chemistry/General Science Teacher – Scale 1
Temporary teacher required from 14th April, 1983 to cover a maternity absence.
Please apply by letter including a curriculum vitae and names and addresses of two referees to the Headteacher as soon as possible.

MOUNTS BAY SCHOOL, Boscathnoe Lane, Heamoor, Penzance TR18 3JT.

Second Master/Mistress – Scale M10
Applications are invited from suitably qualified and experienced teachers. The person appointed will join the senior management team, and while the post is largely administrative, it may well include some pastoral responsibilities.

BODMIN SCHOOL, Lostwithiel Road, Bodmin PL31 1DD

Sociology – Scale 1
A temporary teacher is required from the 6th June, 1983 to cover maternity absence and will be expected to teach Sociology to 'O' level, with some English and Humanities in the Lower School.
Please apply by letter including curriculum vitae and names and addresses of two referees to the Headmaster.

THE ROSELAND SCHOOL, Tregony, Truro TR2 5SE

Head of Modern Languages – Scale 2
Applications are invited from well qualified and experienced teachers of modern languages for this Head of Department post from 1st September, 1983.
The successful candidate will be expected to teach German and French to the whole age range (11–16) and to prepare candidates for GCE, 'O' level (Cambridge) and CSE (SWEB) examinations.

Teacher of Physics or Technology – Scale 1
A temporary full time teacher of physics or technology is required from 14th April, 1983 for the Summer Term only. Qualified teachers who have an interest in either of those subjects would find this post interesting and rewarding.

PERIPATETIC MUSIC SERVICE

Cello Teacher – Scale 1
Required for September, 1983 a suitably qualified peripatetic teacher of Cello to teach mainly in Secondary/Comprehensive Schools in Central and West Cornwall. Towns in which these schools are situated include Truro, Falmouth, Helston and Penzance. There is some work however in Primary Schools, and with primary school children in Area Music Centres. (Ability also to teach D/Bass to an elementary standard an advantage.)
Group teaching methods are essential.
There is a considerable amount of orchestral and chamber music playing available in the area.
A car is essential for which a casual car users allowance is available.
Application forms and further details are available from Mr James Sargent, Senior County Music Adviser, Old County Hall, Truro TR1 3HB, to whom they should be returned as soon as possible.

SEC OTHER THAN BY SUBJECTS
continued

WILTSHIRE
DURRINGTON COMPREHENSIVE SCHOOL
Durrington, Salisbury SP4 8HN
N.O.R. 1000. Co-educational, 11 - 18. Group 10
Required for September 1983, good honours ENGLISH graduate for Scale 1 post. Capable of teaching English to all levels. An enthusiasm to contribute or add to the extra-curricular activities would be welcomed.
Required for September 1983, graduate teacher of MATHEMATICS, Scale 1, capable of teaching mathematics to at least 'O' level standard, for a suitably experienced teacher, sixth form work will be available. An interest in computer education an advantage.
Required for September 1983, Scale 1 LANGUAGE teacher. A well qualified graduate, capable of teaching French and German to all levels. A commitment to oral/aural techniques and a willingness to help with exchange links an advantage.
Further details and application form by return of post from Headmaster. (S.A.E.). (93330) 135622

SUMMER IN AMERICA WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min. age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight, work visa, *lodging and board all paid for* + a salary of $230 or $265.
INTERESTED: CONTACT:- Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (67066) 135622

Sixth Form and Tertiary Colleges

Deputy Headships Second Masters/ Mistresses

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
KING GEORGE V COLLEGE.
Scarisbrick New Road, Southport, Merseyside PR8 6LR.
(Group 11).
DEPUTY HEAD (Group 11) required for September 1983. Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head at this co-educational Sixth Form College for 550 'A' level students.
The successful applicant will be one of three Deputies and specific responsibilities will be determined in the light of the experience and interests of the person appointed.
Application forms and further details are available on receipt of s.a.e. from the Headteacher of the school.
Closing date: 8th April 1983. (19688) 140012

Heads of Department

Somerset

BRIDGWATER COLLEGE

TUTOR LIBRARIAN

(Temporary Post)

Salary Scale: Senior Lecturer (Burnham FE Scale)

Applications are invited for the post of Temporary Tutor Librarian in this expanding Group 4 Tertiary College. The appointment arises as a result of the present holder taking maternity leave and will be tenable from about mid May for approximately 5 months. Candidates should be Chartered Librarians preferably with teaching experience and qualifications; previous experience in an Academic Library would be an advantage.
The person appointed will be expected to manage the Libraries on two College sites and associated resources Centres and carry out some teaching of Library skills to a wide range of students.
Application forms and further details from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset TA6 4PZ. Tel: Bridgwater 55464, Ext. 1.
Completed application forms to be returned by Monday, 11th April, 1983.

SURREY
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £246 p.a. THROUGHOUT THE COUNTY.
★ Temporary Housing may be available.
★ Generous relocation expenses in approved cases.
★ Complete "Surrey Teaching Vacancy List" available on request (s.a.e. please).

NEW PROPOSED DAY SCHOOL FOR MALADJUSTED PUPILS (GROUP 4(S))
Hurst Road, West Molesey

Applications are invited from suitably qualified and experienced candidates for the following appointments at this new day school for maladjusted boys and girls mainly of secondary age which is proposed to open at the commencement of the Autumn Term 1983.

HEADTEACHER
£10,905–£12,039 p.a.

DEPUTY HEADTEACHER
£8,283–£10,221 p.a.

ASSISTANT TEACHER
Scale I plus Special Allowance

Additional teaching appointments will be made as the number on roll increases to a maximum of 60 pupils.
Application form and further details obtainable from County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ quoting reference SE/DG.
Completed applications should be returned not later than 31 March 1983.
Previous applicants will be re-considered.

CAMBRIDGESHIRE
HILLS ROAD SIXTH FORM COLLEGE
Hills Road, Cambridge.
Required for September, HEAD OF COMPUTER STUDIES (Scale 3). Graduate teacher to co-ordinate and develop teaching of computing and use of micro-computers across the College curriculum, desirable to teach another subject to 'A' level.
Apply by letter with full c.v. and names/addresses of two referees to Principal, Hills Road, Cambridge CB2 2PE. (Closing date 15th April). (58042) 140018

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT SIXTH FORM COLLEGE
West Common Lane, Scunthorpe
Principal: K.J. Constable
No. on Roll: 975
HEAD OF CHEMISTRY (Scale 4) required for September 1983. An experienced, well-qualified and enthusiastic person with proven successful teaching experience is required to lead a team which offers both the Cambridge and Nuffield schemes at 'A' level and 'S' level and in addition Oxbridge preparation. The Department also provides both one and two year 'O' level programmes of study, together with a variety of courses for the College General Studies programme.
All College staff share in the tutorial work of the College and are expected to make a contribution to the General Studies Department and the life of the College in a general way.
Application forms obtainable from the Principal at the College to whom completed forms should be returned no *later than 8th April 1983* (f.s.a.e. please). (57594) 140018

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
ST. DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow on the Hill
Tel: 01-422 8084
Due to the considerable expansion of computing facilities and course at St. Dominic's, the Governors are seeking a well qualified person who has experience of teaching both MATHEMATICS and COMPUTING SCIENCE to A level. A full range of courses in mathematics and computing up to and including S level and Oxbridge entrance is offered. There is a well equipped computer room and micro-computer facilities are available in all departments of the College.
This is a Scale 2 appointment. Applications from well qualified graduates completing their P.G.C.E. might be considered. (Scale 1 appointment initially). The Governors wish to appoint a teacher, able and willing to make an active contribution to the Christian ethos of the College. All full-time teachers share in the tutorial/pastoral work of the College.
Application forms from and to be returned to The Principal, by 6th April 1983. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (65905) 140020

SURREY
COUNTY COUNCIL
GODALMING SIXTH FORM COLLEGE
Tuesley Lane, Godalming.
Required for September a qualified teacher of German and French to 'A' and 'S' level. One year temporary post possibly developing into a permanent appointment with internal promotion prospects.
Further details available from the Principal (s.a.e.). (57643) 140020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE
Applications are invited for the following appointments:
HEAD OF ENGLISH AND COMMUNICATION TEAM, CAREERS LECTURER, SENIOR LECTURER FOR MSC PROGRAMMES.
See our display advertisement under "Further Education". (65919) 140022

WEST SUSSEX
COLLYERS VI FORM COLLEGE.
Hurst Road, Horsham, W. Sussex RH12 2DT
(Voluntary Aided).
Required September 1983, graduate to teach Spanish and French to 'O' x 'A' and 'S' levels. Ability to teach Italian, though not essential, would be an added recommendation. Salary Burnham Scale I or possibility of Scale II for a suitably experience applicant.
Letters of application should be submitted to the Principal as soon as possible quoting two referees. (54324) 140022

WEST SUSSEX
HAYWARDS HEATH 6TH FORM COLLEGE
Harlands Road, Haywards Heath, W. Sussex RH16 1LT.
Nor 1,000.
Required September 1983 a graduate to teach Mathematics particularly Statistics to 'O' and 'A' levels. The ability to teach Computer Science to these levels will be a distinct advantage.
Form & details from Principal sae please. Removal expenses in approved cases. (54325) 140022

WEST SUSSEX
HAYWARDS HEATH 6TH FORM COLLEGE
Harlands Road, Haywards Heath, W. Sussex RH16 1LT.
Nor 1,000.
Required September 1983 a graduate to teach 'A' level Business Studies. The ability to teach Economics to 'O' and 'A' level and Commerce to 'O' level would be an advantage.
Form & details from Principal, sae please. (54326) 140022

Special Education

Headships

EAST SUSSEX
GREAT SANDERS SCHOOL
Sedlescombe, Battle, East Sussex
HEADMASTER
Headmaster required at this well-established Independent Special boarding school for boys between 10 and 16.
The successful applicant will be a qualified, experienced who has held a position of Senior responsibility in a similar school.
Full particulars available from the above address. Appointment is from 1st September 1983. (58071) 160010

NORTHAMPTONSHIRE
NORTHAMPTON PRINCESS MARINA HOSPITAL
Weedon Road, Upton, Northampton
APPOINTMENT OF HEAD TEACHER
GROUP 4(S)
Required for September 1983, or earlier if possible, an experienced and enthusiastic teacher as Head of this Hospital School for profoundly handicapped children.
Application forms and further details from County Education Officer (Ref EL), Northampton House, Northampton (SAE please).
Closing date 10 days after the appearance of this advertisement. (57830) 160010

DURHAM COUNTY COUNCIL
EDUCATION DEPARTMENT
PETERLEE TERTIARY COLLEGE

Dean of Technology

Salary Scale: £12,477–£13,932

Applications are invited from suitably qualified persons for the above post which is to open in September, 1984 as a result of the reorganisation of the post-16 education in the Easington area. The successful applicant will be expected to take up duty during the 1983/4 Academic Year.
Further details and application forms may be obtained upon receipt of a stamped addressed envelope, from the Director of Education, County Hall, Durham to whom applications should be returned not later than 31st March, 1983.

NORTHUMBERLAND
HEADTEACHERS
Required from September, 1983 to work with boys and girls with moderate learning difficulties and sometimes with additional learning problems.
HILLCREST SCHOOL
East View, Cramlington NE23 9DY
Group 5(S)
90 boys & girls aged 12 - 16+
EAST HARTFORD SCHOOL
Cramlington NE23 9AR
Group 4(S)
50 boys & girls aged 4 - 14
Applicant must have additional professional qualification in speech education.
Removal expenses/lodging allowance may be payable for both posts.
Application forms, sae, returnable 31st March 1983, from Director of Education, County Hall, Morpeth NE61 2EF. (57705) 160010

Deputy Headships Second Masters/ Mistresses

DERBYSHIRE
INKERSALL GREEN SCHOOL
Inkersall Green Road, Staveley, Chesterfield S43 3SE
Catering for Children 2 - 19 with severe and moderate learning difficulties
For September, Deputy Head, Group 5(s), to be responsible for the administration of the Upper School, including curriculum development.
Application forms from, and return to, the Headmaster (S.A.E. please). Closing date 1st April, 1983.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (57624) 160012

DEVON
EXMOUTH COURTENAY SCHOOL
Stoke Lyne House, Withycombe, Exmouth EX8 4DE
(Roll 23)
DEPUTY HEAD (GROUP 4(S))
Required September 1983 for this ESN(S) School. Applicants must be trained qualified teachers with experience of working with educationally sub-normal pupils. Preference will be given to applicants who have obtained an additional teaching qualification in the education of handicapped pupils.
Closing date: 1st April 1983. (65891) 160012

Hounslow
EDUCATION COMMITTEE
Education Department, Civic Centre Lampton Road, Hounslow TW3 4DN

MARJORY KINNON SCHOOL (Group 7S) – All age ESN(M) Hatton Road, Bedfont TW14 9QZ Tel: 01-890 8890

Required from September 1983:

HEADTEACHER

Applications are invited from suitably qualified and experienced teachers.
Application forms and further details are obtainable from the Director of Education (Ref: PA/PDO) to whom they should be returned by Friday, 31st March 1983. Please enclose (s.a.e. foolscap).
London Allowance: £615 pa.
We are an Equal Opportunity employer

BODENHAM MANOR SCHOOL
Bodenham, Herefordshire HR1 3JS

Deputy Headmaster

Bodenham Manor is a non-maintained residential school for 38 severely disturbed boys aged 8–16 years. We provide a therapeutic environment to enable our children to fulfil their developmental and educational needs. This senior post is one which carries a great deal of responsibility. It requires an experienced and enthusiastic teacher who will be prepared to work hard in helping to lead a successful team from September 1983.
Bungalow accommodation could be provided for this post.
Further details may be obtained by writing to the Headmaster. Applicants should write a very full letter of information and interests including a curriculum vitae.
There is an additional Scale 1 post which could be offered to the wife of the Deputy but this is not a joint appointment.

BIRMINGHAM CITY COUNCIL

DEVON
Please see displayed advertisement on page 61 (57801) 160012

DURHAM
COUNTY COUNCIL
EDUCATION DEPARTMENT
RESIDENT DEPUTY HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the post at Redworth Hall Residential School for Maladjusted Boys (Group 4 (s). A Commitment to additional duties will be required.
Application forms obtainable from the Area Administrative Officer, 'Craig Lea', Uplands Road, Darlington, Co. Durham, on receipt of a foolscap stamped addressed envelope to be returned by 1st April, 1983. (19699) 160012

EAST SUSSEX
HILLSIDE SCHOOL
Foredown Road, Portslade BN4 2FU
Required from September, a suitably qualified and experienced teacher for the post of Deputy Headteacher (Group 5(S) in this ESN(S) school.
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from County Education Officer, Education Department, County Hall, Lewes BN7 1SG, to be returned to the Headmistress. (58061) 160012

HAMPSHIRE
TANKERVILLE SPECIAL SCHOOL
Romsey Road, Eastleigh SO5 4AJ
DEPUTY HEADTEACHER required for this Group 4(S) School (ESN(S)) on 1st September, 1983.
Further details and application forms available from the Headteacher on receipt of a foolscap stamped addressed envelope.
Closing date for receipt of completed application forms 8th April, 1983. (57786) 160012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston Upon Hull Division
NORTHCOTT SCHOOL
Barham Road, Hull
Head: R.J. Coates
Required for September, 1983, a DEPUTY HEAD (Group 5s) at this all age Special School for pupils with a variety of emotional, medical and educational needs, some being regarded as delicate.
The person appointed will have wide experience of and a qualification in special education. Responsibilities will cover the whole age range and all aspects of school work.
Application forms (and further details) are available from the school and should be returned by 31st March. (58011) 160012

THE TIMES EDUCATIONAL SUPPLEMENT 18.3.83

SPECIAL EDUCATION
continued

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
FERNEY FIELD SPECIAL SCHOOL
Hunt Lane, Chadderton.
Required for September 1983, DEPUTY HEADTEACHER for this GROUP 6 (S) day E.S.N. (M) Special School. A teacher with good experience is sought who is able to make a genuine contribution to developments within the school.
The successful candidate must hold advanced qualifications in Special Education and an interest in using technology in teaching methods would be an advantage. The person appointed would be expected to develop interests in administration skills, co-ordinating and overseeing curriculum development, general school organisation and class management skills and techniques.
Send s.a.e. for application form and further details to the Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him by 30th March, 1983. (19601) 160012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
THE ROWAN F & M SCHOOL
(Special Learning Difficulties).
Durvale Court, Furniss Avenue, Sheffield S17 3PT
Required for September, a suitably qualified and experienced Deputy Head Teacher for this Group 5(s) School which caters for the needs of children in the 5 - 12 age range, having specific learning difficulties and for communications disorders.
Application forms and further details are available from the Chief Education Officer, (Teachers Division), P O Box 67, Leopold Street, Sheffield S1 1RJ to whom completed forms should be returned by Friday, 8th April, 1983. (54468) 160012

ST. HELENS
EDUCATION COMMITTEE
PENKFORD SPECIAL SCHOOL
DEPUTY HEAD TEACHER GROUP 7(S)
This School provides for 145 pupils with moderate learning difficulties. Applications are invited from teachers with substantial experience at a senior level in special Education.
Applications forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned as soon as possible. Closing date 5th April, 1983. (57495) 160012

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
QUESLETT ESN(S) SCHOOL
Great Barr Park, Birmingham B43 7EZ
Required for September, 1983 Deputy Head Teacher, Group 8(S) with a sound ESN(S) background and knowledge of behaviour modification and task analysis.
Closing date 15th April, 1983.
Application forms and further details may be obtained from the Head Teacher of the School concerned on receipt of an s.a.e.
This Authority is an equal opportunity employer. (19586) 160012

Heads of Department

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
BERMERSIDE SPECIAL SCHOOL
Skircoat Green, Halifax HX3 0RZ
Required from 25rd August, 1983 a well qualified person (Scale 3(S)) to head the senior department of this School for physically handicapped children. Responsibilities will include the development of the senior curriculum and liaison with parents, colleagues in mainstream education and external agencies.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Headteacher, to whom completed forms should be returned by 15th April, 1983. (58056) 160018

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ST. ANNE'S SCHOOL
St. Helen's Drive, Welton, Brough HU15 1NR
HEAD OF DEPARTMENT - SCALE 3(S)
TEACHER - SCALE 2(S)
Required for September, 1983, a Head of Department, Scale 3(S) and a teacher Scale 2(S) to open this new department for hearing-impaired children from 2 - 16 with severe learning difficulties. We require 2 teachers with qualifications/experience with dually handicapped children. The Makaton Vocabulary is used throughout the school.
Application forms and further details are available from the Head of Service for the Hearing Impaired, Kingston College, [illegible] Beverley Road, Hull HU5 1YE (S.A.E. please) to whom completed forms should be returned [illegible]

CROYDON
ST. GILES' (P.H. & DEL.)
Pampisford Road, Croydon CR2 6DF
Tel 01-680 2141
Tenable: 1 September 1983
The London Borough of Croydon Education Committee invite applications from suitably qualified and experienced teachers for the post of:- HEAD OF PRIMARY DEPT.
The school caters for physically handicapped and delicate children from 3 - 16+ years and is purpose built with excellent facilities. Applicants should have special school experience and qualifications, and the ability to work successfully with a team of teachers, therapists and care staff. The teacher appointed will have a class teaching commitment and will take responsibility for the organisation and development of the Department, including the Nursery unit. Due to the all age structure of the school, the Head of Primary will be expected to share with other senior staff in overall pastoral and administrative responsibilities.
Applicants are welcome to visit the school by arrangement with the Headmistress, Miss G. H. Campbell.
Please send S.A.E. for application from, from and returnable to the Head at the above address, by 1st of April 1983.
SALARY - Burnham Scale 3 (S) With London Area Allowance. (57760) 160018

Scale 2 Posts and above

CLEVELAND
COUNTY OF CLEVELAND
PERIPATETIC SERVICE FOR HEARING IMPAIRED CHILDREN
SCALE 3.
Required as soon as possible an experienced and qualified teacher of hearing-impaired children to join a well established team working with and supporting hearing defective pupils in ordinary schools.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details obtainable from and returnable to the Head of Service at Beverley School For The Deaf, Beverley Road, Saltersgill, Middlesbrough, Cleveland TS4 3LQ (Tel: 0642) 813300).
Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
Closing date: 31st March, 1983. (65876) 160020

DERBYSHIRE
ROYAL SCHOOL FOR THE DEAF.
Derby
HEAD OF FURTHER EDUCATION DEPARTMENT (SCALE 3(S)
Applications are invited from Teachers of the Deaf for the above post.
For further details and application form, apply to Mr. D. Langley, Principal, Royal School for the Deaf, Ashbourne Road, Derby DE3 3BH. (58302) 160020

DERBYSHIRE
INKERSALL GREEN SCHOOL
Inkersall Green Road, Staveley, Chesterfield S43 3SE
Catering for children 2 - 19 with severe and moderate learning difficulties
For September, Teacher, Scale 3(s) for Reception Class, with responsibility for the School's programme on parental involvement. Re-advertisement; previous applicants will be re-considered.
Application forms from, and return to, the Headmaster (S.A.E. please). Closing date 1st April, 1983.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (57622) 160020

DEVON
EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal: G.P. Hird, J.P., M.A., F.B.I.M.
Applications are invited for two posts at LECTURER GRADE I IN SPECIAL EDUCATION from 1st September.
The College is developing a centre for the further education of young people with severe learning difficulties. Applicants should be qualified teachers with experience in special education, preferably with senior ESN(S) pupils.
The salary is in accordance with the Burnham F.E. Report, that is £5,355 - £9,267 subject to review, with the commencing salary for each post dependent on qualifications and previous teaching and other experience.
Further particulars and forms of application can be obtained from the Principal, Barnstaple, Devon. (65763) 160020

EALING
LONDON BOROUGH
THE ORCHARD SCHOOL UNIT
Teacher for a small education unit within a Children's Home. Scale 2.
For further details, see under [illegible] 160020

DEVON
Please see displayed advertisement on page 61 (57815) 160020

DORSET
COUNTY PSYCHOLOGICAL SERVICE
Required September 1983 or earlier TUTORIAL CLASS TEACHER (SCALE 2), WESTERN AREA, BASED AT PSYCHOLOGICAL SERVICE CENTRE IN DORCHESTER.
Main duties will include the teaching of children with specific difficulties in learning, attending the centre on a part-time withdrawal basis from school.
An element of peripatetic work will also be involved.
Specialist teaching qualifications and/or experience in remedial or special education are essential.
Applicants must possess a valid driving licence.
For further details and application form (returnable by 5th April) send foolscap SAE to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ. (57732) 160020

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
LOWER BOSTON ROAD TUTORIAL CENTRE
Lower Boston Road, Hanwell, London W7
Required for September, 1983, or as soon as possible, assistant teacher, Scale 2, for this new Tutorial Centre.
The successful applicant will be part of a team providing support for pupils experiencing behavioural and educational problems in ordinary schools. Pupils will attend normally on a part-time basis, and mostly from High Schools.
Inner London Weighting.
Application forms and further details from Mr. M. Hymans, Teacher-in-Charge of the Centre (SAE) to be returned by 31st March 1983. (57839) 160020

HARROW
EDUCATION COMMITTEE
SCHOOL PSYCHOLOGICAL SERVICE
80 Gayton Road, Harrow, Middlesex
Tel: 01-863 6311
Experienced teacher required from 6th June, for a group of about 12 delicate pupils aged from 8 to 12 years in a unit sited in Norbury First and Middle School, Welldon Crescent, Harrow. Must have a genuine interest in children with learning difficulties attributable largely to physical handicaps, and must exercise responsibility for the day-to-day integration of these children into ordinary classes within the school. This is a temporary appointment to cover maternity leave, on Scale 2 plus Special Schools Allowance and Outer London Weighting.
Application forms from and to be returned to the Principal Educational Psychologist by 28th March. Interviews will be held on 20th April. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (65904) 160020

HAVERING
LONDON BOROUGH OF HAVERING
SERVICE FOR SENSORY IMPAIRMENT
Required September 1983, experienced and enthusiastic qualified teacher of the Hearing Impaired to be in charge of a Junior Partially Hearing Unit at Hacton J.M. & I School, Hornchurch. The unit is part of a well established service committed to a policy of optimum integration. A flexible approach is vital as teacher will be expected to offer both a supportive role and a teaching commitment in the main school.
Salary scale 2 plus £615 London Weighting, Special Class Allowance £678 p.a. for person holding appropriate qualification.
Application forms and further details from (s.a.e. please), The Director of Education Services (Ref. AJP/MEO), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: Friday, 1st April 1983. (65900) 160020

KENT
RED HILL SCHOOL
East Sutton, Nr. Maidstone.
(0622-843104)
Requires a teacher to teach core curriculum to classes of intelligent, maladjusted boys aged 11 - 13 and to manage a curriculum development with the junior section of the school. A specialism in English or History would be an advantage. Extraneous duties will be necessary. The salary will be Scale IIs or IIIs according to qualifications and experience. The appointment could include accommodation and combine residential care work with reduced teaching load. Two appointments could be made and might appeal to a married couple.
Details from the Headmaster. (19613) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE FORELAND SPECIAL SCHOOL
Lanthorne Road, Broadstairs, Kent
Headmaster: Mr P.S. Hare
This complex, all-age Special School, providing education and treatment for Maladjusted, Physically Handicapped and Educationally Sub-Normal (Severe) children, requires a Teacher to take special responsibility for Assessment, Scale 2(S) post.
Teaching duties commencing April/September 1983 will be within the Department for Maladjusted children, but Assessment support services will be required throughout the school.
Interested persons are invited to contact the Headmaster (Tel: Thanet 63891), from whom further details and application forms are available. [illegible] 160020

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
THE GLEBE SCHOOL
West Lane, Killingworth, Newcastle upon Tyne NE12 0BH.
Headteacher: Mr. A.T. Mennear, B.A.
Required for 1st September, 1983 at this School which caters for children having Special Educational Needs and Moderate learning difficulties.
Scale 2 Teacher (Scale 1 plus S.S.A. will be paid to a teacher during the Probationary year).
Either a qualified Speech Therapist with a teaching qualification to take charge of the Language Unit or a teacher with qualifications in a related field e.g. Diploma in Advanced Educational Studies (Language).
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, to whom they should be returned as soon as possible. (57718) 160020

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM EDUCATION COMMITTEE
OUR LADY'S SCHOOL R.C. SCHOOL
Vaughan Street, Royton, Oldham
Required for September 1983 at this recently re-organised Roman Catholic 11 - 16 mixed comprehensive school of about 780 pupils, SCALE 3 teacher with responsibility for the education of children with SPECIAL NEEDS.
This is a key post within the school and preference will be given to candidates with the relevant diploma and proven experience and expertise in the field.
Send s.a.e. for application form to the Head at the school, returnable to him by Monday 28th March 1983. (19608) 160020

SUSSEX
INNER LONDON EDUCATON AUTHORITY
ILEA Special Education posts also appear in the ILEA block advertisement
WINCEBY HOUSE SCHOOL
(Boarding Maladjusted Senior Boys) South Cliff, Bexhill-On-Sea, Sussex
Bexhill (0424) 215434
Roll 46
Headmaster Mr. J.L. Woolf
Required 1st September 1983 Scale 3 (S) Teacher specific responsibility for curriculum. A senior post carrying 3rd in charge responsibilities in multi-disciplinary team. State teaching specialisms and personal interests. Additional duties of 15 hours per week on average. Accommodation offered is an unfurnished 4 bedroom house off site.
Details and forms from the School (ILEA is an equal opportunities employer. (54413) 160020

Scale 1 Posts

AVON COUNTY
BAYTREE SCHOOL
Baytree Road, Weston-super-Mare
Required as soon as possible a teacher (Scale 1 + SSA) for a group of profoundly handicapped children based at the Baytree Annexe in the grounds of Yatton Hall Hospital. Experience and/or special training essential.
Letters of application to the Headteacher immediately, giving full details of qualifications, experience and names of two referees enclosing sae. (19380) 160022

CHESHIRE
EDUCATION COMMITTEE
WILLOW WOOD COUNTY JUNIOR SCHOOL
Winsford
(Tel: Winsford 3884)
SCALE 1 + SCA
For ESN Unit
Required for September 1983. Special education training and/or experience essential.
Closing date 8th April 1983.
Application forms are obtainable from the District Education Officer, County Offices, Watling Street, Northwich, Cheshire. (58083) 160022

COLCHESTER
Royal Eastern Counties Schools
THE OXLEY PARKER SCHOOL
Mill Road, Colchester
Special School for Maladjusted boys
Required from September 1983 for a one year Temporary appointment. Scale 1 Teacher of General Subjects for class of eleven, 12/13 year old boys.
Additional Duties Allowance of £1,869 per annum for 15 hrs. extraneous duties weekly which are compulsory.
Possibility of accommodation.
Application form from the Headmaster. (S.A.E.). (54491) 160022

EALING
LONDON BOROUGH
EDUCATION SERVICE
ST ANN'S SCHOOL
Springfield Road, Hanwell, London W7 3JP
(Tel: 01-567 6291)
Required for September 1983 an assistant teacher to work in this newly opened school for 14 - 19 year old ESN(S) pupils. An interest in gardening would be advantageous.
Visits to the School would be welcome.
Scale 1 plus Special Schools and Inner London Allowance.
Application forms from the Headteacher at the School [illegible] 160022

EAST SUSSEX
EAST QUINTON SCHOOL
Eastbourne Road, Seaford BN25 4BA
Required from September, Teacher (Scale 1 plus Special Schools Allowance) in this mixed residential school, with day placement, for emotionally disturbed children. The post is non-resident but the successful candidate will be expected to undertake fifteen hours extraneous duties, payable, per week plus sleeping in duties on a rota basis including some weekends.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from County Education Officer, Education Department, County Hall, Lewes BN7 1SG, and returnable to the Headmaster. (58062) 160022

ESSEX
THE WINDSOR SCHOOL ESN(S)
Windsor Avenue, Clacton-on-Sea
(Roll 60)
Tel: Clacton 424412
TEACHER
Required Summer Term 1983, experienced Teacher for a class of young profoundly handicapped children. Scale 2 post available for suitable candidate.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

RAMSDEN HALL SCHOOL
Ramsden Heath, Billericay CM11 1HN
(Roll 45)
Tel: Billericay 4580
TEACHER Scale 1/2
Qualified Teacher for September 1983 required for this residential school, maladjusted boys. Interest rural studies, P.E., advantageous. Extraneous duty. Special Schools, sleep-in allowances payable.
House available if required. Information and application forms from Headmaster (W.H.M. Glendenning) at school (foolscap s.a.e. please). (19707) 160022

GLOUCESTERSHIRE
CLEEVE HOUSE ADOLESCENT UNIT
Horton Road, Gloucester
Required for April 1983 qualified and experienced teacher for this unit for emotionally disturbed young people. The teacher would be expected to work as part of a team involving consultant Psychiatrist, Education Psychologist and Health Personnel.
Further details and application forms from Acting Chief Education Officer, Shire Hall, Gloucester. (Enclose SAE). (65761) 160022

HERTFORDSHIRE
HOMEFIELD SCHOOL
Shephall Green, Stevenage
(Group 5S)
Required for September, teacher to work in the junior area with a group of twenty severely mentally handicapped children with another teacher and two welfare assistants. The teacher appointed will be responsible for working with the children in all areas of the curriculum.
Applicants should be interested in working with the Rebus and Makaton signing systems and should have had training or experience in working with severely mentally handicapped children.
Apply to the Head giving full details of qualifications and interests together with names and addresses of two referees.
Further details on request. (S.A.E. Please.) (19642) 160022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
THE GLEBE SCHOOL
West Lane, Killingworth, Newcastle upon Tyne NE12 0BH.
Headteacher: Mr. A.T. Mennear B.A.
Required for 1st September, 1983 at this School which caters for children having Special Educational Needs and moderate learning difficulties.
(a) Scale 1 + S.S.A. TEACHER.
The successful candidate will, initially, be expected to teach the basic subjects to a class of 11 to 12 year old children. The ability to take P.E. and Games to top junior level would be an advantage.
(b) Scale 1 + S.S.A. TEACHER.
The successful candidate will be required to teach General subjects to a class of 15 year old pupils. Although desiring with senior pupils, experience in developing the basic subjects is necessary.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned to the Headteacher as soon as possible. (57719) 160022

COXLEASE SCHOOL
High Coxlease House, Clay Hill, Lyndhurst (Tel. 3633)
Hampshire

Applications are invited for the following appointments in this developing Independent Residential Special School making provision for the education and care of 32 emotionally disturbed secondary aged boys. The appointments are from September, 1983, and are non-resident.

1. General Science Teacher to teach this subject throughout the school to C.S.E. standard together with general subjects teaching.
2. Remedial Specialist to plan and implement individual programmes of work in literacy and numeracy together with general subjects teaching.

An interest in games and outdoor pursuits would be an advantage in respect of each appointment.
Salary will be Burnham Scale 1 or 2 depending on qualifications and experience. Extraneous duties of 15 hours per week will be required (for which the appropriate allowance will be paid.
S.a.e. to Joint Principals for application form and further details.

LONDON
LECTURER IN THE PSYCHOLOGY AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS - See advertisement for University of London Institute of Education under "University Appointments". (57655) 160022

NORTHAMPTONSHIRE
POTTERSPURY LODGE SCHOOL
Towcester, Northamptonshire
Required at Easter, experienced Primary Teacher in this Rudolf Steiner residential co-educational special school for maladjusted children. The person appointed will be responsible for the teaching of English and Mathematics in small class groups, age range 8 - 12 years. In addition, language support to certain children on an individual basis is required. Some residential duties will be expected but it will not be necessary to live in. A teacher is sought who combines a thorough professional competency with a warm sympathy for the disadvantaged child.
Applications by letter to the Principal, including curriculum vitae. (55232) 160022

NOTTINGHAMSHIRE
COUNTY COUNCIL
TEMPORARY LECTURER
Grade 1 £5,355 - £9,267
(pay award pending)
HEARING IMPAIRED
Required from 16th *May, 1983.*
For full advertisement and details please see Further Education Section. Closing date 1st April 1983. (57631) 160022

ROTHERHAM
METROPOLITAN COUNCIL
ABBEY SCHOOL
Required for Summer Term 1983. ASSISTANT TEACHER - SCALE 1 + S.S.A.
An Assistant Teacher is required in this ESN(M) School. Applicants should preferably be capable of teaching Girls P.E. and should have experience in the teaching of children with moderate learning difficulties.
Closing Date: 29th March, 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Little Common Lane, Kimberworth, Rotherham S61 2RA. W.B. Mussett, Director of Personnel Resources. (65857) 160022

ROTHERHAM
METROPOLITAN COUNCIL
Required as soon as possible.
TEACHER - SCALE 1(S) KEPPELS VIEW OBSERVATION AND ASSESSMENT CENTRE.
The Centre accommodates a maximum of 36 children of both sexes up to age 17; there is also provision for day assessment.
Children in the Education Unit have a wide range of educational attainment and may display behavioural problems. The person appointed will devise and implement educational programmes related to the needs of each child; the preparation of educational assessment reports and attendance at Case Conferences and other meetings may be necessary.
Previous experience in a similar Unit and/or remedial experience would be advantageous. As the Unit functions for 48 weeks of the year, staggered holidays are necessary.
Closing Date: 29th March, 1983.
Curriculum Vitae and details of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham. W.B. Mussett, Director of Personnel Resources. (65858) 160022

EDINBURGH
DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

POST OF VICE PRINCIPAL

Applications are invited for the above post which will become vacant on 1 September 1983.

Applicants should have appropriate administrative experience and should be knowledgeable about recent developments in the fields of physical education, recreation and sport.

Salary for the post will be £18,286.

Further information and forms of application for the post may be obtained from the College Secretary, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD, to whom completed applications should be returned by 8 April 1983.

SCOTTISH HEALTH SERVICE
COMMON SERVICES AGENCY
SCOTTISH HEALTH EDUCATION GROUP

EDUCATIONAL ADVISER

Applications are invited for the above post which is based in Edinburgh and has become vacant on the promotion of the former holder. The post is a senior one carrying many responsibilities, primarily involving the promotion of health education through the various branches of the formal education system. The successful candidate will also be expected to provide educational advice on all aspects of health education.

Applicants should have a thorough knowledge of the Scottish education system and be able to demonstrate involvement in such as curriculum development, in-service education, research, etc. Experience and interest in health/social education would be expected.

Salary Scale from 1/4/83 £16,812 to £20,565 per annum (NHS Scale 'O').

Application form and further details are available from the Appointments Section, Common Services Agency, Trinity Park House, South Trinity Road, Edinburgh, EH5 3SE. Completed applications to be returned by 7 April 1983. Please quote reference number U499.

LOTHIAN REGIONAL COUNCIL
Department of Education

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

PRIMARY

HEAD TEACHER — *Responsibility Allowance*

Reference D	East Calder Primary School	£3,429
Reference D	Uphall Primary School	£4,134 (subject to review)

SECONDARY

PRINCIPAL TEACHER

Reference B	Portobello High School – English	£3,387 (subject to review)

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.

Housing may be available for posts in the West Lothian Division, further information may be obtained from the Divisional Education Officer.

Candidates should specify for which posts they wish to apply.

For post marked Reference B
Divisional Education Officer
Edinburgh Division
40 Torphichen Street, Edinburgh EH3 8JJ

For posts marked Reference D
Divisional Education Officer
West Lothian Division
89/91 High Street, Linlithgow EH49 7HB

Closing date for applications is 25 March, 1983.

SCOTTISH SCHOOLS SCIENCE EQUIPMENT RESEARCH CENTRE
103 Broughton Street, Edinburgh

DEVELOPMENT OFFICER

(SSSERC)

Applications are invited from Science graduates with teaching experience to assist the Director and his small professional team in carrying out the expanding work programme of the Centre which includes projects and evaluation programmes and new developments in micro-electronics and computer interfaced science equipment.

The Centre is at present re-organising its information resources and the Development Officer will be expected to take a major role in implementing and maintaining the new arrangements in addition to assisting in the general programme.

The successful candidate's particular specialism(s) will be less important than evidence of a keen interest in practical techniques and equipment. Applicants must be versatile and willing to learn new techniques. Some knowledge of information science would be useful and experience in the use of micro-electronics in the teaching of science would also be desirable.

Salary on scale £8,055–£8,945 with placing according to experience. Further information and application forms can be obtained from the Secretary, Education Offices (Division 2, Personnel), 40 Torphichen Street, Edinburgh EH3 8JJ. The closing date for receipt of applications is 8 April 1983.

APPOINTMENTS IN SCOTLAND

CENTRAL REGIONAL COUNCIL

EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland, who have had experience in a post of responsibility, at a senior level, for the undernoted promoted post.

POST OF RECTOR*

ST. MODAN'S HIGH SCHOOL
Stirling

The responsibility payment for the post is £9,045

St. Modan's High School is an all-through Roman Catholic Comprehensive school with a projected roll** for Session 1983/84 of 1160 and a teaching staff of 78. The teaching staff is organised in 18 teaching departments, each under a Principal Teacher.

The guidance and management structure of the school adopts the "horizontal" model of three main organisational groups - the Junior School (S1 & S2), the Middle School (S3 & S4) and the Upper School (S5 & S6) - each group looked after by an Assistant Rector and Principal and Assistant Principal Teachers of Guidance.

There is also a Recreational Education Structure operated by a Principal and an Assistant Principal Teacher of Guidance. Finally, outwith these structures, there is an Assistant Rector (Staff) who has charge of all staff training and who co-ordinates curriculum development. Thus the senior management team of the school (The Board of Studies) consists of the Rector, the Deputy Rector, and the four Assistant Rectors, whose duties are described above.

The school presents considerable numbers of pupils for "O" Grade, Higher Grade and CSYS exams and is prepared to present pupils for "O" and "A" level exams in suitable circumstances. The school also has a fully developed scheme of School Certificate courses in most subjects for pupils not taking "O" Grades in those subjects.

Ancillary staff includes three full-time and one part-time clerkesses, three janitors, two science lab technicians, an A.V.A. technician and three part-time school helpers. The school library is run by a qualified librarian and a School Meals Supervisor and appropriate staff operate a well-equipped kitchen and refectory.

St. Modan's High School is a particularly well accommodated establishment with such attractive features as a large modern lecture and projection theatre, a large modern games hall, a swimming pool, and a notional pupil accommodation of 1600. The playing fields, with their well-equipped pavilion, are within five minutes walk of the campus. The school provides a wide variety of community education and cultural and recreational activities for its pupils and for the local community.

The present Rector will retire in June, 1983.

* Candidates will require to be approved by the Roman Catholic Hierachy.

** The Education Authority has plans to close St. Mungo's Academy in Alloa and to transfer pupils who would attend that school to St. Modan's.

Application forms are available from the Director of Education, Room 205, Viewforth, Stirling to whom they should be returned not later than Monday, 11th April, 1983. (37738) 170000

EDINBURGH

LEITH NAUTICAL COLLEGE

LECTURER A: Nautical Studies

Candidates must possess Certificate of Competency to Extra Master or Master Mariner level and have recent seagoing experience.

LECTURER B: Electrical and Electronic Engineering.

Suitable applicants will teach electrical and electronic communications subjects to Certificate/Diploma/Higher Certificate level. Candidates must possess appropriate degree or equivalent qualifications in addition to relevant industrial experience.

Salary scales Lecturer A: £7,955 - £11,700. Lecturer B: £7,314 - £9,618 placing dependent upon qualifications and experience.

For further details and application forms, contact Assistant Secretary (Admin), 24 Milton Road East, Edinburgh EH15 2PP. Tel: 031-669 8461. (19718) 170000

E.F.L. TRAINING COURSES
We offer 1-week intensive course at Edinburgh June 20 - 24. Especially suitable for those wishing to enter the profession or those seeking summer employment. Tuition cost: £49.50.
Write to David Barnaby, Nord-Anglia International, 49 Poor Lane, Didsbury, Manchester 20. (58853) 170000

LOTHIAN
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted post.

HEAD TEACHER

BEESLACK HIGH SCHOOL
Penicuik

Responsibility Allowance £7,257

The person appointed will be expeted to take up duty from August 1983 in order to take part in forward planning of the school. The proposes date of opening is August 1984.

The provisional roll is 601 - 800.

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Application forms may be obtained from the Divisional Education Officer, Midlothian Division, 40 Torpichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 31st March 1983. (57660) 170000

STRATHCLYDE
REGIONAL COUNCIL:

DEPARTMENT OF EDUCATION

GLASGOW DIVISION

CARNBOOTH RESIDENTIAL SCHOOL FOR DEAF/BLIND CHILDREN

POST OF (A) TEACHER (2 POSTS)

(B) HOME VISITING TEACHER (1 PART-TIME POST)

Applications are invited from suitably qualified registered teachers for the above posts.

Carnbooth School for Deaf/Blind Children is expected to be available for complete occupancy in December 1983 although two teachers will be appointed in April 1983. The school will be open to pupils from throughout Scotland and it is planned to organise the school in two family units each accommodating six children. One of the units would be reserved for brighter children making good progress, while the other would provide for the needs of deaf/blind children who are also severely mentally handicapped. It is intended ultimately to appoint two teachers to teach of the units within the school.

In addition it is proposed to appoint a Home Visiting Teacher from April 1983 to assist the Head Teacher in providing a home visiting service to pre-school children with a view to teaching the children, advising the parents and preparing the children for admission to the school.

The salary attached to these posts will be in accordance with the current Scottish Teachers Salaries Memorandum.

Forms of application and further details on each of the types of post are available from the Divisional Education Officer (Teachers and Teaching Department), 140 West Campbell Street, Glasgow G2 (Tel: 041-227 2806) and should be returned there not later than 1 April 1983. (57662) 170000

MORAY HOUSE COLLEGE OF EDUCATION

LECTURESHIP — COMPUTER EDUCATION

Re-advertisement

The Centre for Computer Education provides both pre-service and in-service courses in the various aspects of the use of computers in education and in the teaching of computer studies. Computer Centre staff are also involved with the development of computer-based learning materials using microcomputers, for use within the College and by local schools.

Applications are invited from registered teachers experienced in the use of microcomputers in the teaching of their own subject disciplines. Expertise in areas other than mathematics and science would be advantageous. Earlier applicants will automatically be reconsidered unless they withdraw.

The salary range is £7,956-£12,561; initial placing thereon will be dependent upon present salary. Further information and application forms are obtainable from the College Secretary, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. The closing date for the receipt of completed applications is Thursday, 14th April, 1983.

Tayside Regional Council

FURTHER EDUCATION

Dundee College of Commerce, 30 Constitution Road, Dundee

Senior Lecturer A in Law and Public Administration
Salary Scale—£11,700–£14,748 (Bar £12,987)

Candidates should have experience in teaching and relevant legal or administrative experience in the public and/or private sector.

The successful candidate will report to an Assistant Principal and be responsible for the Law and Public Administration section currently comprised of 5 lecturing staff. Course responsibilities will include the SHND in Legal Studies and a range of Public Administration courses.

Lecturer A in Accounting
Salary Scale—£7,956–£12,561 (Bar £11,700)

Candidates should have considerable practical experience in Business and/or relevant teaching experience. The successful candidate will be required to teach in the field of Management and Financial Accountancy up to the level of Professional Accountancy Bodies.

Angus Technical College, Keptie Road, Arbroath

Senior Lecturer II in Higher Business and Secretarial Studies
Salary Scale—£9,966–£11,700

The successful applicant will have the experience, proven teaching ability and personality required to lead a team of staff teaching SCOTBEC Higher National courses in Business and Secretarial Studies. Experience of curriculum development will be an additional advantage.

Application forms and further details may be obtained from the Principals at the above addresses to whom completed applications should be returned by Friday, 1 April 1983.

EDUCATION OFFICER GLASGOW

To be responsible for educational liaison work on school broadcasting, mainly in the West of Scotland. Duties entail travelling and include study of school broadcasting in schools, consultation with educationists, organisation of conferences and meetings, and the writing of reports and committee papers.

Relevant professional qualifications essential. Wide educational experience must include teaching in schools and a thorough knowledge of the Scottish educational system. Duties may also include liaison work in respect of Continuing Education broadcasts directed to teacher training.

Salary £9,435 p.a. (may be higher if qualifications exceptional) by 6 increments to £12,254; plus allowance of £485 p.a. General salary review in April.

Contact us immediately for further details and application form (quote ref: 2266/TES and enclose s.a.e.) **BBC Appointments, London W1A 1AA. Tel. 01-580 4468 Ext. 4619.**

We are an Equal Opportunities employer

BBC SCOTLAND

SPECIAL EDUCATION
continued

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
JOHN BRADLEY ESN(M) SPECIAL SCHOOL, Eccles.
Stafford Road, Eccles, Manchester M30 9ED
Teacher for Heavy Craft required from September 1983. Salary Scale 1 plus Special School Allowance. Scale 2(S) available for suitably qualified and experienced candidate.
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned within 14 days of the appearance of this advertisement. (19632) 160022

SHROPSHIRE

NASH COURT SCHOOL
Ludlow, Shropshire
Required as soon as possible, at this residential school for Senior Maladjusted Boys, Group Teacher morning, with responsibility for Woodwork in the afternoons.
Further details and application forms available from the Headmaster. (54697) 160022

STOCKPORT

THORNFIELD SCHOOL
Mauldeth Road, Heaton Mersey, Stockport: TEACHER - CRAFTS/ART SUBJECTS SCALE 1
q SSA
(Ref. 2079)
This school for 55 boys and girls aged 7 - 16 with emotional, behavioural and learning difficulties seeks a versatile teacher of Crafts/Art subjects who can also contribute to the general education of small groups of pupils.
Application forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference by 31st March 1983. (57872) 160022

SURREY

EDUCATION COMMITTEE
CARWARDEN HOUSE SCHOOL
Camberley
Assistant teacher required September 1983 or before if possible. Salary Scale 1 plus Special Schools Allowance for senior dept. of this school for 140 ESN(M) pupils aged 5 - 16. Applicants should state teaching strengths.
Application forms and further information from Head, Mr. W. Greenhow, Tel. Camberley 63148. (19620) 160022

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
USWORTH SCHOOL (GROUP 11),
Howarth Road, Washington, Tyne & Wear NE37 2NF.
UNIT FOR CHILDREN WITH MODERATE LEARNING DIFFICULTIES.
Required for September, 1983:-
1. TEACHER-IN-CHARGE (Scale 3).
2. TEACHER (Scale 2).
Applications are invited from suitably qualified and experienced teachers for these posts within this school attached unit (two classrooms) for children with moderate learning difficulties which will open in September, 1983.
Application forms and further details obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned to him by 1st April, 1983. (58034) 160022

SURREY

EDUCATION COMMITTEE
PROPOSED NEW DAY SCHOOL FOR MALADJUSTED PUPILS
Group 4(s)
Hurst Road, West Molesey
ASSISTANT TEACHER, Scale I plus Special Schools Allowance.
See main advertisement (display) under Special Education. (19650) 160022

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
POST 1
JOSEPH CLARKE SCHOOL
Vincent Road, London E4
Head Teacher: Mr. R.J. Crosbie
Required for Septembr 1983. PART-TIME TEACHER SCALE 1(S) plus Outer London Allowance required for this day school for partially sighted pupils for 10 hours per week to teach Woodwork to pupils in the 11 - 14 age range. The work of any 14 - 16 year old pupils entering for C.S.E. Woodwork would also be the responsibility of this teacher.
Application form available from the Head Teacher on receipt of a s.a.e.
Ref. No. 58/85.

POST 2
SUMMERFIELD CENTRE
Leyton Green Road, London E10
Principal Psychologist: Mr. L. Pearson
Required as soon as possible. TEMPORARY (PART-TIME) TEACHER SCALE 1 plus Outer London Allowance to undertake teaching duties for 17 hours per week with children presenting a variety of special educational needs - for the School Psychological Services at Summerfield Centre.
Application form and further details available from the Principal Psychologist on receipt of a s.a.e.
Ref. No. U8/86.
Closing date for both posts 1st April 1983. (57727) 160022

WARWICKSHIRE

MILLBROOK GRANGE SCHOOL
Parkfield Drive, Kenilworth CV8 2JJ

Residential teacher required for September 1983.

Salary - Burnham scale 1 plus Special Schools Allowance and Additional duties allowance.

General subjects and special interests.

Millbrook Grange operates as a Therapeutic Community and accommodates 35 maladjusted girls aged 10 - 16+ years of average and above average intelligence.

A self contained, centrally heated, unfurnished, 3 bed family flat is provided.

Application forms from Royston Owen, Principal, Millbrook Grange, Parkfield Drive, Kenilworth. Tel: Kenilworth 57306. (65910) 160022

WILTSHIRE

ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11 - 18 Comprehensive (Mixed) N.O.R. 1300. Sixth Form 230
Headmaster: Mr. J.T. Price, M.A.
REQUIRED FOR SEPTEMBER 1983. Scale I (S) teacher to run the Upper School ESN(M) Unit.
Further details and application forms from the Headmaster at the above address, S.A.E. please.
CLOSING DATE: TUESDAY, 29th MARCH. (57886) 160022

WILTSHIRE

JOHN BENTLEY SCHOOL
Calne, Wiltshire SN11 8YH
(11 - 18 Comprehensive, 1400 pupils)
Required for September, 1983, a teacher to establish a special education unit for 12 - 15 slow learning (ESN (M)) pupils to be based within the school. The person appointed must be suitably qualified and have had relevant experience. He/she will be expected to be responsible for the day to day organisation and teaching of the class, and to cooperate closely with other members of the school staff. Salary Scale 1 plus Special Schools Allowance.
Applications immediately to the Headmaster, giving full C.V., and names and addresses of two academic referees, one of whom must be your present Head teacher. Full details will be sent to all applicants. Please include a stamped addressed envelope and day and/or evening telephone number. (57850) 160022

Independent Schools

Headships

NORFOLK

GLEBE HOUSE SCHOOL
Hunstanton, Norfolk.
The Governors invite applications for the post of Headmaster. Co-educational Boarding and Day School with 79 pupils and Pre-Prep Department with 19.
For further details apply to the School Secretary. (57892) 180010

SURREY

THE GROVE SCHOOL
Hindhead, GU26 6UW
Head of Junior School required for September 1983. The Head of The Grove Junior School is responsible to the Headmaster for the efficient running of the School, which has approximately 60 girls from 4 - 11, and is expanding. The Head of The Grove Junior School will also teach one of the classes. The successful applicant will have proven experience, a high degree of professional commitment and a personality to engender confidence and continue the development of the School.
Applications with curriculum vitae and names and addresses of two referees to The Headmaster. (65707) 180010

WEST SUSSEX

OUR LADY OF SION SENIOR SCHOOL
Gratwicke Road, Worthing, West Sussex.
Tel: Worthing 204063
An Independent R.C. Girls' day School
260 Girls 11 to 18 years
GBGSA & GBA Member
The Governors invite applications from practising Catholics, well qualified and experienced, for the post of HEAD, which becomes vacant in January 1984.
Burnham Group 6. DES Superannuation.
Further particulars from the Clerk to the Governors at the School, to whom applications should be sent before 7th May, 1983 (no forms). These should be accompanied by full c.v. and names, addresses and daytime telephone numbers of three referees. (18615) 180010

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE

ST. MARY'S SCHOOL
Gerrards Cross
Independent public Day School for Girls 5½ - 18 years.
Applications are invited from suitably qualified and experienced graduates for the post of DEPUTY HEAD, vacant in September 1983, owing to retirement.
Full details are available from the Headmistress to whom a letter of application should be sent, together with a full curriculum vitae, names and addresses of two referees, and a s.a.e. Closing date March 28th, 1983. (55169) 180012

SURREY

THE GORDON BOYS' SCHOOL
West End, Woking, Surrey GU24 9PT
(Voluntary Aided Boarding School for 250 boys aged 12 - 16)
Deputy Head required for Autumn Term 1983.
Applicants should have had considerable experience of teaching in a boarding school, and of pastoral responsibility as a housemaster. They should preferably be able to offer English and/or French as a teaching subject and be prepared to live in a house provided on the campus. The School is Group 6 for salary purposes, and there is in addition a substantial boarding allowance.
Please write or telephone the Headmaster - CHOBHAM 8084 - for further details and an application form. Applications to be received by March 30th. (58081) 180012

By Subject Classification

Arts and Design

Heads of Department

SURREY

EOTHEN (CHURCH SCHOOLS CO. LTD.)
(390 pupils)
3 Harestone Hill, Caterham, CR3 6SG
HEAD OF ART - Scale 2
Required September to teach to O and A level.
PLease apply in writing to the Headmistress with full curriculum vitae and names of two referees. (57569) 181218

Other Assistants

KINGSTON UPON THAMES

SURBITON HIGH SCHOOL
(Church Schools' Co. Ltd)
Surbiton Crescent, Kingston upon Thames.
Required in September 1983 a part time art teacher for ceramics and sculpture to 'O' and 'A' level examination standard. An interest in fabric design and textiles would be an advantage.
Apply to Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (58058) 181224

NORTHAMPTONSHIRE

WELLINGBOROUGH SCHOOL
Northamptonshire NN8 2BX
Required in September 1983 a qualified Art teacher to share work in Junior School forms ages 11 - 13, and through the Senior School to 'A' level. Candidates should ideally be specialists in an area other than ceramics.
Burnham Scale salary; opportunities available for boarding house tutoring and extra curricular-assistance.
Applications with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster from whom further details are available. (65650) 181224

SHROPSHIRE

WREKIN COLLEGE
Shropshire.
Required in September, 1983 a pottery specialist willing to develop an established pottery department up to 'A' Level standard and to take a full part in this lively mixed independent boarding school. An active interest in another area of applied arts would be an advantage.
This post would probably involve the pastoral care of a small number of girls resident in a self-contained girls' house. Salary above Burnham.
Apply to the Headmaster, Wrekin College, Wellington, Telford, giving the names and addresses of two referees. (57362) 181224

SURREY

KINGSTON GRAMMAR SCHOOL
(HMC 560 boys and girls)
Required for September, a PART TIME teacher of Sculpture (two days per week, Burnham Scale 1).
Please apply with curriculum vitae and names and addresses of two referees to:- The Headmaster, Kingston Grammar School, 70 - 72 London Road, Kingston upon Thames, Surrey KT1 2PY. (57891) 181224

THE KING ALFRED SCHOOL
An independent co-educational progressive day school founded in 1898

HEAD

On the retirement of the present Head after 24 years' service, the King Alfred School Council invites applications for this challenging post.

We are looking for energetic candidates with good academic qualifications, extensive teaching experience and a commitment to the school's aim of providing an education suited to the individual child in a friendly atmosphere of mutual trust between teachers, pupils and parents.

The School has 400 pupils, ages 4–18, and is in six acres of its own grounds in North West London.

Salary negotiable, minimum Burnham Group 9.

For further details and an application form apply to Mr F. J. Smith, Gabbitas-Thring Services Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

ASHFORD SCHOOL KENT

Applications are invited from suitably qualified and experienced candidates for appointment as

HEAD

of this Independent Girls Boarding and Day School of 716 pupils aged 7-18 which becomes vacant on 1st August, 1984 when the present Headmistress retires.

Particulars of this post (Burnham Headteacher Group 12) are obtainable from:

The Deputy Clerk to the School Council, Ashford School, East Hill, Ashford, Kent.

Applications close on 30th April, 1983.

GLEBE HOUSE SCHOOL
HUNSTANTON, NORFOLK

The Governors invite applications for the post of

HEADTEACHER

Co-educational boarding and day school with 79 pupils and Pre-Prep Department with 19.

For further details apply to:

The Chairman of the Governors by 9th April 1983.

RUSHMOOR SCHOOL
58/60 Shakespeare Road, Bedford MK40 2DL

The Council invite applications for the post of

HEAD

Which is vacant following the death of Mr B. J. Able, who has been Headmaster for the past 14 years. It is hoped the successful candidate will take up the post on 1st September, 1983 or as soon after the date as is mutually convenient.

Rushmoor is a developing independent day school for up to 260 boys, from 5 to 16 years, including 36 boarding and weekly boarding places. Boys are prepared for entrance, mainly at 13, to local H.M.C. schools, and there is a form which remains at the school to sit for GCE 'O' level examinations.

Applicants should be university graduates.

For further details please apply in writing to: The Chairman of the Council, Rushmoor School.

THE ARTS EDUCATIONAL SCHOOLS
Tring Park, Tring, Herts

HEAD OF EDUCATION

to start in September, 1983

Tring Park is an independent boarding school for girls aged 9-18, providing a general education to GCE 'O' and 'A' levels, with specialised training in Music and the Vocational Arts of the Theatre.

Applications are invited for the above non-resident post from experienced candidates able to offer English or Mathematics & Statistics. To teach to 'A' level.

Burnham-related salary according to experience plus London Allowance.

Please apply to the Headmistress with names of two referees.

Closing date: 2nd April 1983, for interview in late April.

DEPUTY HEAD OF SCIENCE SCHOOL

MANDER PORTMAN WOODWARD

(Tutorial College: 550 students in London and Birmingham)

This post, vacant in September, carries responsibility for administration, liaison with parents, care of about 100 students, and a small amount of teaching. The successful applicant will be aged 24–30 and have a good university degree in science or maths. He or she will have extensive experience of teaching at 'A' level. Salary in excess of £11,000.

Please apply with c.v. and names of two referees to The Principal, 24 Elvaston Place, London SW7.

COLLEGES OF ART
continued

SURREY
THE GORDON BOYS' SCHOOL
West End, Woking, Surrey GU24 9PT
(Voluntary Aided Boarding School for 250 boys aged 12 - 16)
Required in September 1983, a teacher of Art with some Craft. Scale I post. A willingness to take a full part in boarding school life is required. There is a substantial allowance for boarding duties, and accommodation is available.
Please write or telephone the Headmaster - Chobham 8084 - for further details and an application form. (58080) 181224

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Independent Boarding School for Girls (300)
Required for September, 1983, an experienced, well qualified Teacher of Art to join a strong Department and be responsible for the teaching of painting and drawing up to 'A' level. Ability to teach some History of Art would be an added recommendation. Burnham Scale II.
Applications in writing, with curriculum vitae, and names, addresses and telephone number of two referees to The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. (65809) 181224

WORCESTERSHIRE
Wanted for September, 1983, qualified Teacher of Art and History of Art to 'A' level. Some experienced desirable but not essential. Applicant should have a wide range of interests within the subject.
Please apply as soon as possible to the Headmistress, Lawnside, Great Malvern, Worcestershire, enclosing curriculum vitae and address of referees. (65778) 181224

Classics

Heads of Department

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required from September, 1983:-
Head of Classics. Experience in teaching Classical Civilisation to "A" level as well as Latin and Greek. Honours Graduate. Burnham Scale 3.
Apply immediately to the Headmistress, enclosing testimonials/names and addresses of two referees. (54286) 181618

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
HEAD OF CLASSICS
Required for September 1983 a well qualified and experienced graduate to be Head of a Department of eight full time Classicists teaching at all levels throughout the School. An interest in extra-curricular activities would be an advantage. The School has its own salary scale.
Applications with full CURRICULUM VITAE, and the names of two referees, should be sent to the High Master by Friday, 25th March. Further details may be obtained on request. (55571) 181618

Other Assistants

DEVON
PLYMOUTH COLLEGE
Headmasters' Conference Day & Boarding School.
650 boys, 200 in Sixth form.
Required for September 1983, a Graduate to teach Classics in a large academically strong department, at all levels up to Scholarship. The College would welcome applications from experienced teachers and newly qualified teachers, the salary scale will depend on the experience of the successful candidate. Willingness to help with games and other school activities would be most welcome.
Curriculum vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (19720) 181624

LONDON SW15
PUTNEY HIGH SCHOOL (G.P.D.S.T.)
35 Putney Hill, SW15 6BH
Independent - 500 girls
REQUIRED, full-time, for September, graduate to share in the teaching of Latin and Greek throughout the school to Oxbridge level. Classical Studies to O and A Level.
Apply by letter to the Headmistress with curriculum vitae and names of two referees. (65769) 181624

LONDON
UNIVERSITY COLLEGE SCHOOL
Frognal, London NW3 6XH
There will be a vacancy in September 1983 for a teacher of Classics to share the work with four others. Timetable will include some Sixth Form Classics and an interest in Classical Studies (non-linguistic) will be a recommendation, but a liking for Middle School teaching is essential. Ability to help with games and share in other areas of the curriculum will be an added advantage.
The School has its own salary scale, assistance with accommodation is possible and staff sons are educated free at the School.
Applications together with a full curriculum vitae and the names of two referees to the Head Master. Closing date 1st April. (57706) 181624

NEWCASTLE UPON TYNE
DAME ALLAN'S BOYS' SCHOOL
440 Day Boys, 110 Sixth Form
HMC Independent (ex Direct Grant) with Assisted Places
LATIN
Required for September, 1983, well-qualified HONOURS GRADUATE to teach LATIN throughout the School, including Advanced Level. Ability to help with Junior French and extra-curricular activities, including Games, would be welcome.
Salary according to Burnham, depending on qualifications and experience.
Apply immediately (no forms), with full curriculum vitae and names/addresses of two referees, to Head Master, Dame Allan's Boys' School, Fenham, Newcastle upon Tyne NE4 9YJ. (57848) 181624

NORTH WALES
RYDAL SCHOOL
Colwyn Bay.
(H.M.C. Co-Educational 13 - 18 yrs 334 pupils: 130 VIth form)
Required for September 1983. Graduate to teach Latin and Ancient History throughout the school with the possibility of some Greek. A contribution to VIth form General Studies programme and to outside activities an extra recommendation.
Accommodation available for a single person. Burnham Scale plus allowance.
Application together with full curriculum vitae and names of two referees to the Headmaster, Rydal School, Colwyn Bay, N. Wales. (57763) 181624

SOMERSET
KING'S COLLEGE
Taunton
(Western Division - Woodard Corporation)
(H.M.C. boarding 13 - 18. 540 pupils. Sixth Form of 250)
Required for September, 1983. Graduate to teach Latin and Classical Civilisation throughout the school, with the possibility of some Greek. Ability to coach games and to help with outside activities would be an extra recommendation. The successful candidate will be expected to supervise boarding accommodation in return for which free unmarried board and lodging is provided.
Burnham Scale with special responsibility allowances.
Applications, together with full Curriculum Vitae, and names and addresses of two referees, to the Headmaster, King's College, Taunton, Somerset. (55177) 181624

SUFFOLK
ST FELIX SCHOOL
Southwold, Suffolk
Independent School for 370 girls 11 - 18
100 in Sixth form.
Selective intake
Required for September 1983, non-resident graduate offering both Latin and Greek. Opportunity to teach to 'A' level in flourishing Department. Burnham Scale I or 2.
Letters of application with curriculum vitae and names of two referees to The Headmistress. (57480) 181624

BERKSHIRE
ETON COLLEGE
Required for September 1983
A Graduate Teacher of CLASSICS
for one year only
Accommodation provided. Applications, including curriculum vitae and names, addresses and telephone numbers of three referees, to the Head Master, Eton College, Windsor, Berkshire, from whom further details can be obtained.

Computer Studies

Other Assistants

GUILDFORD
ROYAL GRAMMAR SCHOOL
Guildford
(HMC, day, 700 boys 11 to 18)
Required in September, a Graduate to assist in the further development of computing. The RGS is already a leading school in this field. The successful candidate will also teach another subject, preferably Mathematics or Science.
Salary: Burnham plus. Scale 2 available for appropriately qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB, from whom further details of the post are available. (54732) 182024

READING
QUEEN ANNE'S SCHOOL
Caversham, Reading, RG4 0DX, Berks.
350 girls 100 in Sixth Form
Required for September, 1983, graduate to develop computing in school including its use in different departments.
The post could be combined with some Mathematics or Physics initially, or, alternatively, with the post of Assistant Housemistress.
Further details may be obtained from The Headmistress, to whom applications should be sent by the end of March, with full curriculum vitae and names, addresses and telephone numbers of two referees. (65791) 182024

Economics

Heads of Department

KENT
BETHANY SCHOOL
Goudhurst
SHMIS 285 boys, 11 - 18, mainly boarding
Required September; graduate to take charge of Economics teaching in 6th form and General Studies; second subject necessary. Full boarding commitment essential; suitable resident house tutor would be strong applicant; other needs: cricket/rugby or librarianship.
Apply to the Headmaster, with C.V. and two referees. (57749) 182218

Other Assistants

BLACKHEATH
BLACKHEATH SE3 and BROMLEY, KENT.
ECONOMICS GRADUATE with good GEOGRAPHY required in September. Initially this full-time post will involve teaching in both Blackheath and Bromley High Schools sister schools in the Girls' Public Day School Trust. The successful candidate will be someone with the expertise and dynamism necessary to introduce and develop ECONOMICS as an A-Level option in both schools, and be prepared also to share in the teaching of Geography.
Please apply by letter (there are no application forms) enclosing a curriculum vitae and the names and addresses of two academic referees, to the Headmistress, Bromley High School, Blackbrook Lane, Bickley, Bromley, Kent. Closing date for application April 15th. (19791) 182224

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Independent Day and Boarding School
Church of England Foundation
532 girls: 7 - 18 years
Boys in Sixth Form.
Economist, able to teach the subject to A. Level, required for September, 1983. Ability to assist with Mathematics to O. level standard and an interest in statistics would be of particular advantage.
Apply in writing with details of qualifications, experience and interests, together with the names and addresses of two referees to The Headmistress. (58075) 182224

CROYDON
THE OLD PALACE SCHOOL
Croydon
Required for September 1983, Honours GRADUATE to develop a Sixth Form Advanced level ECONOMICS course. Experience of Advanced level teaching is essential. This post will be part-time.
Scale 2 post for a suitably qualified candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (58667) 182224

HAMPSHIRE
EMBLEY PARK SCHOOL
Romsey
Independent school for boys 11 - 18
Required in September 1983, a graduate, with some experience, to teach Economics to 'A' level and Mathematics to 'O' level standard. Help with Rugby, Cricket or the Duke of Edinburgh's Award Scheme would be welcomed. Burnham Scale I and Embley Allowance. Married accommodation available.
Apply, with details of curriculum vitae and the names of two referees, to the Headmaster. (65806) 182224

KENT
ASHFORD SCHOOL
Kent.
(560 girls 11 - 18)
Required in September GRADUATE to be responsible for the teaching of ADVANCED LEVEL ECONOMICS with some junior HISTORY or GEOGRAPHY. Burnham Scale.
Applications with full curriculum vitae and names of two referees to the Headmistress, Ashford School, East Hill, Ashford, Kent. (54795) 182224

LONDON
DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY
Required for September a graduate for the full-time permanent post of Tutor in Economics at this independent college of further education. This is a large and flourishing Department in which the great majority of students are working directly for the 'A' level examinations.
Please write to the Principal, enclosing a full CURRICULUM VITAE, the names, status and address of two or three referees and a day telephone number. Short-listed applicants will be interviewed in early April. (54285) 182224

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS.
(H.M.C. Independent; 860 boys aged 10 - 18; 40 girls in the sixth form).
Required for September 1983, honours GRADUATE to share the teaching of ECONOMICS with some BUSINESS STUDIES or POLITICS. The successful applicant will join a strong department offering a range of sixth form courses to G.C.E. Advanced level and beyond. Help with extra-curricular activities or games an advantage.
A Scale 2 post is available for a suitably experienced candidate, although we should also welcome applications from newly qualified teachers. Assistance with removal expenses in approved cases.
Apply by letter to the Headmaster by 28th March giving full personal details and the names and addresses of two referees. (63672) 182224

LEEDS
LEEDS GRAMMAR SCHOOL
(HMC, Assisted Places, 1100 boys)
Moorland Road, Leeds LS6 1AN
Tel: (0532) 433417/8
Required for September 1983 a well qualified graduate to teach ECONOMICS and BUSINESS STUDIES at sixth form level. Ability to teach some Junior History an advantage; willingness to take part in extra-curricular activities a positive recommendation. Salary (Burnham) according to age and experience.
Written applications as soon as possible, together with names and telephone numbers of two referees, to the Headmaster, from whom further details may be obtained. (54783) 185624

English

Heads of Department

KENT
THE SACRED HEART SCHOOL
Beechwood,
Pembury Road, Tunbridge Wells TN2 3QD
Catholic Independent School for Girls:
HEAD OF ENGLISH.
Required for September, Burnham Scale 3.
For further details telephone Tunbridge Wells 29193 (Headmaster). (57881) 182418

LONDON
DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY
Required for September, a good Honours graduate for the permanent post of Head of the English Literature Department in this independent College of further education, where all students are over sixteen and most are preparing directly for G.C.E. 'A' levels.
In the first instance, will prospective candidates please send ONLY a stamped addressed envelope marked "English Literature" for a full description of the post and instructions on how to apply. (65824) 182418

WEST YORKSHIRE
BRADFORD GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RB, West Yorkshire
Independent 600 girls.
Required for September HEAD OF ENGLISH Scale 4 to organise a department of 5 and to teach English throughout the school to University Entrance Standard.
Please apply to the Headmistress giving two names for reference. (68766) 182418

Other Assistants

EXETER
THE MAYNARD SCHOOL
(ex Direct Grant: 510 girls, 100 in VI Form)
Required for SEPTEMBER 1983 a well qualified Graduate to teach English throughout the school in a department with a strong academic bias. Interest in organising drama and creative extra-curricular activities an advantage. This is a new post (Scale 1 Burnham), resulting from the expansion of work in the department, and one which offers a variety of opportunities for a suitably qualified candidate.
Apply by letter to the Headmistress as soon as possible, naming two referees. Interviews will be held in the last week of April. (57789) 183424

ITALY
ROME
Required for September 1983, experienced English and Music/Drama Teachers. See overseas appointments for details. (57419) 182424

LONDON
WIMBLEDON HIGH SCHOOL GPDST.
Required for September 1983, Assistant (English/Drama) preferably with experience, to share in teaching English to A level throughout the senior school, to teach Drama in the Lower forms, and to take responsibility for drama clubs and school productions. London weighting. Burnham Scale.
Applications in writing enclosing curriculum vitae and names and addresses of two referees should be sent to The Headmistress, Wimbledon High School GPDST., Mansel Road, London SW19 4AB. (54801) 182424

LONDON
DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY
Required for September an Honours graduate in English, possibly with a qualification and experience in E.F.L., for the permanent post of Tutor in the English Language Department of this independent College of further education. The person appointed will take students for GCE 'O' level and the JMB Test. Willingness to take periods in the early evening twice a week is essential. The successful applicant will be enthusiastic and versatile and willing to be involved in extra-curricular activities. Davies's has its own Diploma in General English.
Please write to the Principal, enclosing a FULL CURRICULUM VITAE, a day telephone number and the names and addresses of two referees. (65677) 182424

MARLBOROUGH
MARLBOROUGH COLLEGE
Wiltshire.
(750 boys aged 13 - 18: 100 girls aged 16 - 18)
Required for September 1983 a well-qualified graduate to teach ENGLISH throughout the school to A level and Scholarship standards; a keen interest in DRAMA essential.
Single or married accommodation available.
Salary above Burnham.
Applications (with curriculum vitae and name, address and preferably telephone number of two referees) and enquiries to The Master, Marlborough College, Wiltshire SN8 1PA. Tel: 0672-52140. (54797) 182424

READING
THE ORATORY SCHOOL
Woodcote, Nr. Reading
Required for September 1983, a graduate to teach ENGLISH to O Level.
Ability to coach games an advantage.
Salary: Burnham plus.
Applications, including a curriculum vitae and the names of two referees, to the Headmaster. (65802) 182424

SOMERSET
MILLFIELD JUNIOR SCHOOL
Edgarley Hall, Glastonbury, Somerset.
Teacher of English to Common Entrance Level.
See Ad under Preparatory Schools. (54488) 182424

SURREY
ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey
Required for September 1983: Qualified teacher of English up to Advanced Level for this small, Christian, girls school. Ability to teach Religious Studies an advantage.
Please apply to the Headmistress with c.v. and two references. (65838) 182424

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY.
Required for September, 1983. GRADUATE to teach English to 'O' and/or 'A' Levels. Full or part-time.
Salary based on Burnham scale with Surrey Allowance.
Claremont Fan Court is an independent co-educational day and boarding school. All boarders attend the Christian Science Sunday School.
Please apply to the Principal for an application form. (57895) 182424

SURREY
ST. GEORGE'S COLLEGE
Weybridge KT15 2QS
Independent school for boys, mainly R.C. Member of H.M.C.: 650 pupils from 12 to 18 years: 180 Boarders, 360 Day Boys and 110 girls in the Sixth form.
Required for September 1983 an Assistant Teacher of ENGLISH from Second Form to O and A-levels in a large and successful department. Ability to coach games would be greatly appreciated. Salary Burnham Scale plus according to experience. Bachelor accommodation possibly available.
Write enclosing curriculum vitae with names of two referees to the Headmaster. (57870) 182424

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Independent Boarding School for Girls (300)
Required for September, 1983, an experienced English graduate to share in the teaching of the subject to Advanced and University Entrance Level. Interest in Drama and Play Production would be a recommendation.
Burnham Scale II.
Resident on Non-resident post.
Applications in writing with curriculum vitae and name, address and telephone number of two referees to The Headmistress, St. Mary's School, Calne, Wiltshire SN11 0DF. (54941) 182424

Geography

Heads of Department

EDINBURGH
MERCHISTON CASTLE SCHOOL
Edinburgh
HMC: 330 boys, boarding, 11 - 18
Required from September, 1983, good honours graduate to be head of the Geography Department, and to teach Geography throughout the School, GCE O and A Levels, SCE Highers, university entrance.
Willingness to participate fully in the life of a boys' boarding school essential; interest in games an advantage.
Married or single accommodation may be provided. Merchiston Castle salary scale.
Please apply, with curriculum vitae and the names of two referees, to the Headmaster, Merchiston Castle School, Colinton, Edinburgh EH13 0PU, from whom further particulars may be obtained. (65855) 182618

Other Assistants

BLACKHEATH
BLACKHEATH SE3 and BROMLEY, KENT.
GEOGRAPHY GRADUATE with a good qualification and an interest in ECONOMICS required in September. Initially this full-time post will involve teaching in both Blackheath and Bromley High Schools, sister schools in the Girls' Public Day School Trust. The successful candidate will be someone with the expertise and dynamism necessary to introduce and develop ECONOMICS as an A-Level option in both schools, and be prepared also to share in the teaching of Geography.
Please apply by letter (there are no application forms) enclosing a curriculum vitae and the names and addresses of two academic referees, to the Headmistress, Bromley High School, Blackbrook Lane, Bickley, Kent. Closing date for application April 15th. (19793) 182624

DOHA
See overseas appointments for salary of £800 - £1200 per month tax free. (57506) 182624

EAST SUSSEX
MAYFIELD COLLEGE
Mayfield, E. Sussex
Required for September 1983 a graduate teacher of Geography to be responsible for the subject up to 'A' level. Boarding duties and help with extra-curricular activities. Bachelor accommodation available.
Burnham scale to match experience. Teachers' superannuation.
Applications to Headmaster with curriculum vitae and names of two referees. (19531) 182624

LONDON SW15.
PUTNEY PARK SCHOOL
London SW15.
GEOGRAPHY graduate required September 1983 to teach subject to 'O' Level. 180 girls from 11 to 16 in Upper School. Inner London Burnham Allowance.
Apply with full curriculum vitae and two copies of references. Headmistress, Putney Park School, Woodborough Rd., London SW15 6PY. (65676) 182624

NORTH DEVON
WEST BUCKLAND SCHOOL
Barnstaple.
Required for September 1983, a graduate to teach Geography throughout the school to 'A' level, and to contribute willingly to out-of-school activities.
The school has admitted girls since 1980; one third of the pupils board.
Salary: Burnham plus allowance; accommodation available.
Apply by letter, enclosing c.v. and names of two referees to the Headmaster. (54494) 182624

ISLE OF WIGHT
RYDE SCHOOL (HMC)
Required in September a suitably qualified graduate to teach Geography (preferably with subsidiary Science). The post could be residential, and there will be opportunities to help with games/CCF.
Apply as soon as possible with CV and names of 2 referees to the Headmaster, Ryde School, Ryde PO33 3BE. 182624

INDEPENDENT GEOGRAPHY
continued

SUFFOLK
ROYAL HOSPITAL SCHOOL
Ipswich
This boarding school of 700 boys, all sons of seafarers, situated on the banks of the River Stour, requires in September 1983:-
GRADUATE to teach GEOGRAPHY throughout the School up to 'A' and 'O' Levels and CSE, as one of a department of 3. Ability to assist with games and an interest in extra curricular activities is important.
Salary: Burnham Scale 1, plus extraneous duties allowance:-
For single person £1,071 p.a. PLUS a small rent and rate free flat; PLUS free board during term time.
For a married applicant £634 p.a. PLUS rent and rate free 3-bedroomed house.
Further details and application forms from the Headmaster, Royal Hospital School, Ipswich IP9 2RX. (Please enclose foolscap stamped addressed envelope). (57711) 182624

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Required for September, 1983. GRADUATE to teach Geography to 'O' and/or 'A' Levels. full or part-time.
Salary based on Burnham scale with Surrey Allowance.
Claremont Fan Court is an independent co-educational day and boarding school. All boarders attend the Christian Science Sunday School.
Please apply to the Principal for an application form. (57897) 182624

SURREY
Geography teacher required in September. Must like hard work developing the subject with very small classes. Students 13 - 19 years. Scale 1 plus ½ increment plus London allowance. Superannuation.
Telephone for details and forms 01-661 9444, Stowford College, 95 Brighton Road, Sutton, Surrey SM2 5SR. (55135) 182624

W. SUSSEX
SEAFORD COLLEGE
Petworth, W. Sussex
Assistant required for September 1983 to teach Geography to 'O' level. Burnham Scale plus Seaford Allowance. The ability to offer games and extra curricular activities appropriate to a boys' country boarding school a definite advantage. The post would be suitable for an applicant fairly recently qualified.
Further details and application form available from the Secretary. (19664) 182624

History

Other Assistants

BOLTON
BOLTON SCHOOL
(HMC/IND. DAY SCHOOL. PUPILS 11/18)
Required for September, 1983, a well-qualified graduate to teach HISTORY throughout the school, with a considerable proportion of Sixth Form work up to and including Oxbridge.
Applications would be welcome from those prepared to teach either Political or Economic History at 'A' level. The ability to assist with games and other outdoor activities will be a strong recommendation.
Applications, enclosing curriculum vitae and names of two referees, to The Acting Headmaster, Bolton School, Bolton BL1 4PA, Lancashire, as soon as possible please. (51525) 182824

CANTERBURY
ST. EDMUND'S SCHOOL
(HMC; boarding & day boys, day girls)
Required from September, graduate to teach POLITICS in the Sixth Form and HISTORY throughout the Senior School (13+). Bachelor willing to act as resident House Tutor preferred. Skill in the coaching of hockey/football would be a considerable recommendation. Burnham salary, commensurate with qualifications and experience, plus valuable emoluments for a resident.
Apply, with the names and addresses of three referees, to The Headmaster, St. Edmund's School, Canterbury CT2 8HU. (54486) 182824

KENT
WEST HEATH
Sevenoaks.
Independent Boarding, 140 girls.
REQUIRED for September 1983, graduate to teach History throughout the school to 'A' level. Full time post. Resident post; single or married accommodation available. Willingness to help with extra-curricular supervision and activities essential. Burnham Scale 1.
Please apply with full curriculum vitae, together with the names and addresses of two referees, to the Principal, as soon as possible. (57408) 182824

LONDON SW1
FRANCIS HOLLAND SCHOOL
39 Graham Terrace
Church of England School.
320 girls 4¼ - 18 years
Experienced Graduate required in September to teach History part-time, throughout the middle and senior school (A level: London Syllabus B 19th & 20th century). London Burnham Scale.
Apply in writing giving particulars and the names of two referees to the Headmistress. (57906) 182824

PETERBOROUGH
WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF
Required for September 1983, a fully qualified and experienced teacher of HISTORY to Advanced Level. Salary Burnham Scale.
Apply in writing to the Headmistress with a full c.v. and names of two referees. (54303) 182824

READING
THE ORATORY SCHOOL
Woodcote, Nr. Reading
Required for September, a graduate to teach ANCIENT HISTORY at A Level with English to O Level.
Ability to coach games an advantage.
Salary: Burnham plus.
Applications, including a curriculum vitae and the names of two referees, to the Headmaster. (65800) 182824

SHREWSBURY
SHREWSBURY HIGH SCHOOL
GIRLS' PUBLIC DAY SCHOOL TRUST
32, Town Walls, Shrewsbury, SY1 1TN
Required in September, 1983, Honour Graduate to assist in the teaching of History to Advanced and University entrance and to give some help with another subject. Experience welcome, but not essential.
Burnham Scale and Government Superannuation.
Please apply to the Headmistress as soon as possible, giving names and addresses of to referees. (65787) 182824

SHROPSHIRE
ELLESMERE COLLEGE
Ellesmere, Shropshire.
(HMC Woodard 140 in Sixth Form)
Wanted for September a well qualified Historian to teach throught the school up to and including scholarship level. Genuine competence in the coaching of rugby and cricket would be an advantage.
Applications with full curriculum vitae and names and addresses of two referees to the Headmaster. (57893) 182824

TAUNTON
KING'S COLLEGE
Taunton.
(Western Division Woodard Corporation)
(H.M.C. Boarding 13 - 18. 540 pupils. Sixth Form of 250)
Required September, 1983. Graduate to teach History throughout the school. Ability to coach games and help with outside activities would be an extra recommendation. The successful candidate will be expected to supervise boarding accommodation in return for free unmarried board and lodging.
Burnham Scale with special responsibility allowances.
Applications, together with full C.V. stating preferred fields of History, and names and addresses of two referees, to the Headmaster, King's College, Taunton, Somerset. (54482) 182824

Home Economics

Heads of Department

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Independent Day and Boarding School
Church of England Foundation
532 girls: 7 - 18 years
Boys in Sixth Form
SUITABLY QUALIFIED HEAD OF HOME ECONOMICS DEPARTMENT required for September 1983. Both Cookery and Needlework are studied in the main part of the Senior School. Food and Nutrition and Fashion and Fabrics are choices at O Level and Home Economics and Needlework courses are available at A level. This post will be Burnham Scale II.
Please apply in writing, stating qualifications, experience and other interests (a knowledge of the Duke of Edinburgh Award Scheme would be particularly valuable) together with the names and addresses of 2 referees to the Headmistress. (65765) 183018

Other Assistants

KINGSTON UPON THAMES
SURBITON HIGH SCHOOL
(Church Schools' Co. Ltd.)
Surbiton Crescent, Kingston Upon Thames
Required in September 1983 a part time assistant to teach Needlework and Cookery.
Apply to Headmistress, enclosing curriculum vitae and the names and addresses of two referees. (58057) 183024

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood, Middx
Independent Day/Boarding school of 550 pupils.
Wanted in SEPTEMBER a lively enthusiast to teach and to develop work in EMBROIDERY and in NEEDLEWORK in the Senior School, as a member of the Art/Home Economics departments. Interest in non-curricular work essential.
Please apply in writing, with C.V. to the Headmistress giving names of referees, day and evening telephone contact and enclosing s.a.e. (57869) 183024

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay, North Wales
Independent Boarding and Day School, 500 girls
NEEDLEWORK
Assistant. Scale 1. Graduate needed for September 1983, level of Creativity plus high level of competence required. Ideal candidate will have the ability to forge links with other departments, and be resident.
Application should be made by letter to the Headmaster enclosing a curriculum vitae and names of three referees. (65839) 183024

Mathematics

Other Assistants

BERKSHIRE
LICENSED VICTUALLERS SCHOOL
A Teacher of Mathematics Burnham Scale I
Applications are invited for the above post which will fall vacant at a co-educational Independent School for boarding and day pupils in September 1983. The person appointed will take a full share of teaching across the whole ability range within the age groups 11 - 18 including preparation for examinations at 'O' and 'A' level.
Some participation in teaching and operation of computers would be optional and it is possible that free accommodation could be offered in return for a contribution to the pastoral care of the boarders or the organisation of clubs and activities.
Applications, which should include curriculum vitae and names and addresses of two referees, should be addressed to The Headmaster, Licensed Victuallers School, Slough, Berkshire SL1 1XP, to arrive before 11th April 1983. (54847) 183424

CAMBRIDGESHIRE
THE PERSE SCHOOL FOR GIRLS
Union Road, Cambridge CB2 1HF
Required in September, good honours graduate in Mathematics to share in the teaching of the subject throughout the School up to Oxford and Cambridge entrance level.
Applications, with details of qualifications and experience, and the names and addresses of three referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. (54485) 183424

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Independent Day and Boarding School. Church of England. 532 girls: 7 - 19 years. Boys in the Sixth Form Mathematics Graduate to teach subject throughout the senior school (11 - 18) to A.S. and University Entrance Level required in September. An interest in statistics would be an advantage. Willingness to share in the general life of the school is of great importance. This will be a Burnham Scale 1 post.
Apply in writing with details of qualifications, experience and interests, together with the names and addresses of two referees to the Headmistress. (57832) 183424

COVENTRY
COVENTRY SCHOOL
(HMC, coeducational)
A good graduate MATHEMATICIAN will be required in September next at BABLAKE (roll 890, Sixth Form 220) to teach to all levels. Contribution to extra-curricular activities welcome. Burnham salary (possibly promoted post for experienced candidate) plus Coventry School Allowance. Details of school in Public Schools Yearbook.
Apply by letter with curriculum vitae and names and addresses of referees to The Director, Coventry School, Bablake, Coundon Road, Coventry CV1 4AU. (57529) 183424

EAST SUSSEX
MAYFIELD COLLEGE
Mayfield, East Sussex.
Required for September 1983 a teacher of Mathematics able to develop Computer Studies. Boarding duties and help with Bachelor accommodation available. Burnham scale to match experience. Teachers' superannuation.
Applications to Headmaster with curriculum vitae and names of two referees. (19530) 183424

EDINBURGH
THE EDINBURGH ACADEMY
TEACHER OF MATHEMATICS
An Honours Graduate will be needed to teach Mathematics from September 1983. Teaching is available for a suitable candidate at all levels, and could include Scottish "Highers", English 'A' levels, and Oxford and Cambridge entrance. Games, especially Rugby and Cricket, would be an advantage, and so would an interest in adventure training, CCF, etc, though neither is vital. Salary above national scales. Free bachelor accommodation may be available.
Details from the Rector's Secretary, 42 Henderson Row, Edinburgh EH3 5BL.
Application, including the names of two referees, to the Rector, preferably by 24th March. (69976) 183494

HAMPSHIRE
EMBLEY PARK SCHOOL
Romsey
Required teacher of economics and mathematics.
For further details, see under independent schools, economics. (65807) 183424

EDINBURGH
THE EDINBURGH ACADEMY
TEACHER OF MATHEMATICS
An honours graduate will be needed to teach Mathematics from September 1983. Teaching is available for a suitable candidate at all levels, and could include Scottish "Highers", English "A" levels, and Oxford and Cambridge Entrance. Games, especially Rugby and Cricket, would be an advantage, and so would an interest in adventure training, CCF, etc, though neither is vital. Salary above national scales. Free bachelor accommodation may be available.
Details from the Rector's Secretary, 42 Henderson Row, Edinburgh EH3 5BL.
Application, including the names of two referees, to the Rector, preferably by 24th March. (19718) 183424

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Letchworth, Herts SG6 3JZ
Telephone Letchworth 3183.
(An informal coeducational boarding and day school for 450 from 2½ to 19 years with 25% of boarders LEA financed).
MATHEMATICS to 'A' Level for September 1983 (readvertisement).
An able, idealistic and energetic teacher is needed to share in the teaching of Maths throughout the Senior School. The vacancy would particularly suit a young man or woman looking for a first or second post and keen to participate fully in the life of a lively residential community.
Burnham Scale 1 with additional benefits and DES Superannuation. Both single and family accommodation is available and for the right candidate a resident tutorship).
Further details from Colin Reid (Head) to whom applications with C.V. and names, addresses and telephone number of two referees should be sent as soon as possible. (65890) 183424

KENT
WEST HEATH
Sevenoaks
Independent Boarding, 140 girls.
REQUIRED for September 1983 graduate to teach Mathematics throughout the school. Resident post; single or married accommodation available. Willingness to help with extra-curricular supervision and activities, essential. Full time. Burnham Scale 1.
Please write for further details or send applications with curriculum vitae, together with names and addresses of two referees, to Principal as soon as possible. (57407) 183424

KENT
BISHOP CHALLONER SCHOOL
(Independent R.C. Grammar 11 - 18 yrs 500 boys).
228, Bromley Road, Shortlands, Kent.
Required for September 1983, a well qualified young teacher to teach MATHEMATICS throughout the school. Willingness to participate in school activities, especially games, advantageous. Scale I or II depending on qualifications and experience.
London Burnham. Government Superan.
Application form obtainable from Headmaster. (54796) 183424

LONDON
EMANUEL SCHOOL (H.M.C.)
630 boys aged 11 - 18.
Required for September 1983 a mathematics teacher capable of teaching at all levels in the school, which works to SMP at O-level and London or MEI A-level. It is hoped that the successful applicant will play an active part in the life of the school outside the classroom, assisting with games or other activities.
Applications with copies of curriculum vitae (no forms) and names and addresses of two referees to the Headmaster, Emanuel School, Battersea Rise, London SW11 1HS. (54719) 183424

LONDON SW19
KING'S COLLEGE SCHOOL
Wimbledon Common, SW19 4TT
HMC 650 boys 13 - 18
Required for September 1983 A GRADUATE MATHEMATICIAN to teach throughout the School, including Oxbridge. The Mathematics Department has 10 members and, at present, over half the boys in the Sixth Form are taking Mathematics or Further Mathematics at 'A' level. The Department has a distinguished record of Oxbridge success. The School has recently opened new computer facilities.
This vacancy occurs as the result of the appointment of the present holder as head of department in another school. The post is particularly suitable for a well qualified mathematician who seeks experience in a large department.
Salary will depend on qualifications and experience. The School operates a loan scheme to assist with house purchase.
Applications, enclosing a curriculum vitae together with the names of two referees, should be addressed to the Head Master's Secretary, from whom further information about the post is also available (01-947 9311). (54734) 183424

LONDON SW1
FRANCIS HOLLAND SCHOOL
39 Graham Terrace
Church of England School.
320 4¼ - 18 years
Experienced Graduate to share Mathematics teaching to 'O' level and eventually some 'A' level work, required in September. Some experience with computers is essential. Good career development prospects for right person. London Burnham scale.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (57907) 183424

LONDON
FRANCIS HOLLAND SCHOOL
Clarence Gate, London NW1 6XR
Required in September, a graduate to teach Mathematics throughout the school to A and S level. Some general computer work available for suitable candidate.
Apply at once (no forms) to the Headmistress with curriculum vitae and the names and addresses and daytime telephone numbers of two referees. (57386) 183424

LONDON
CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB
Required in September, 1983, an Honours Graduate in Computing and Mathematics, to teach throughout the main school. Scale 1 or II according to experience.
Applications to the Headmistress as soon as possible giving full details of qualifications and experience and the names of two referees. (54495) 183424

LONDON
ELTHAM COLLEGE
HMC, 530 pupils 11 - 18
Graduate required in September to teach MATHEMATICS to 'O', 'A' and Oxbridge levels. SMP used to 'O' level. Salary above Burnham 2 for well qualified, active teacher.
Details from Headmaster's Secretary, Eltham College, London SE9 4QF. (54498) 183424

LONDON
JOHN WYCLIFFE SCHOOL
Thurlow Park Road, West Dulwich, London SE21.
Due to an unexpected vacancy, a qualified teacher of Mathematics to 'O' level is required immediately or in September, some help with boys games would be an advantage. Burnham Scale 1 and Government Superannuation.
Apply to the Headmaster giving curriculum vitae and names of 2 referees. (57637) 183424

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middlesex HA8 7RJ.
Required for September, 1983, a well qualified graduate to share in the teaching of Mathematics and to help with computing which is run mainly as an extra-curricular activity.
Plenty of opportunity for Advanced level and University entrance work.
Applications by letter with the names of two referees, as soon as possible, to the Head Mistress. Burnham Salary scale to be dependent upon experience and qualifications. (54515) 183424

MIDDLESEX
HARROW SCHOOL
Harrow on the Hill, Middlesex
MATHEMATICS teacher required for September 1983. An interesting post in an expanding department; expertise in computer education an advantage but not essential.
Apply to the Head Master with curriculum vitae and names of two referees. (54316) 183424

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS G.P.D.S.T.
Required for September, teacher of Mathematics throughout the school up to A Level and university entrance, to share the work in a department of 5. Burnham Scale 1.
Apply in writing with s.a.e. enclosing curriculum vitae and addresses of two referees to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (65973) 183424

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS G.P.D.S.T.
Required in September 1983, teacher of Chemistry and Mathematics, able to take one subject up to Advanced Level. Burnham Scale 1.
Apply in writing with s.a.e. enclosing curriculum vitae and addresses of two referees to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (65975) 183424

SURREY
KING EDWARD'S SCHOOL
Witley (near Godalming)
(HMC - co-educational, boarding; 520 pupils 11 - 18)
There will be a vacancy in September 1983 for a graduate to teach Mathematics, preferably with some teaching in a related field such as Physics or Technology. An interest in Electronics or Computing would be a strong recommendation. Accommodation for single person available.
Form of application and further details from Headmaster, King Edward's School, Witley, Surrey GU8 5SG. (65649) 183424

SURREY
CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Required for September, 1983. GRADUATE to teach Mathematics to 'O' and/or 'A' Levels. Full or part-time.
Salary based on Burnham Scale with Surrey Allowance.
Claremont Fan Court is an independent co-educational day and boarding school. All boarders attend the Christian Science Sunday School.
Please apply to the Principal for an application form. (57898) 183424

TAUNTON
TAUNTON SCHOOL
REQUIRED FOR SEPTEMBER enthusiastic Maths Graduate, to teach the subject to A-Level and to S-Level for suitable candidate. Ability to coach Rugger and Cricket will be viewed very favourably.
Further details available from the Headmaster. (19618) 183424

WELLS CATHEDRAL SCHOOL
WELLS
SOMERSET
HMC GBA
Co-educational, Boarding & Day 480: 120 In Sixth Form
HEAD OF MATHEMATICS
An appointment will be made either for September 1983 or for September 1984 depending upon the availability of the right candidate for this important position. There is a well equipped department providing teaching throughout the school including preparation for Oxbridge entry.
Salary Burnham Scale 3 or 4 according to qualifications and experience. There is possible accommodation available.
Write to the Head Master for further details and application form.

Modern Languages

Heads of Department

CROYDON
CROYDON HIGH SCHOOL FOR GIRLS G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon CR2 8YB
Required for September 1983, well qualified and experienced graduate to be responsible for the teaching of FRENCH throughout the school to Ordinary, Advanced and Scholarship levels, and having an interest in other modern languages and in the correlation of their interests in the curriculum, and in recent developments in the teaching of modern languages. The department is a large one. Excellent facilities include a language laboratory and audio-visual aids. Scale 4 post.
Written applications to the Head Mistress with copy testimonial, names and addresses of two referees, c.v., s.a.e. (54330) 183618

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Girls Independent
890 girls day and boarding 11 - 18 years.
REQUIRED FOR SEPTEMBER 1983:
HEAD OF MODERN LANGUAGES (Scale 4)
The main subject should be French, which is taught to Advanced and University Entrance levels. The applicant should be enthusiastic, and willing to introduce new ideas.
A sympathetic approach towards young people is required. A commitment to the general life of the school is essential.
Applications, with curriculum vitae and the names and addresses of two referees to The Headmistress, The High School, St. Martin's, Stamford, Lincolnshire. (54715) 183618

INDEPENDENT MODERN LANGUAGE
continued

OXFORDSHIRE

SCHOOL OF S. HELEN AND S. KATHERINE
Abingdon
(Selective entry: 500 girls: 140 in 6th form)
Required September, good honours graduate with appropriate school teaching experience to take charge of vigorous and successful department of 5 full-time staff, and to teach to Oxbridge scholarship standard. Some joint teaching with nearby boys' school in sixth form. Main language French preferred. Salary: Burnham Scale 4 for suitable applicant.
Further particulars available from the Headmistress (s.a.e. appreciated) to whom applications should be made with full c.v. and names and addresses of two referees. (57383) 183618

Other Assistants

CHESHIRE

NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire
(500 boys aged 11 to 18)
Graduate required for September to teach French at least up to 'O' Level, together with some Junior Latin and English. Salary above Burnham Scale. Actual Scale will depend on qualifications and experience. Service conditions and superannuation as in Maintained Schools.
Applications forms and particulars from the Headmaster. Please apply in writing giving some details of qualifications, experience and interests. (67358) 183624

ESSEX

FELSTED SCHOOL
(HMC 475 pupils, 210 including 40 girls in Sixth Form)
Required for September 1983 a graduate teacher of FRENCH and SPANISH to A-level. The department is strong and well-equipped, offering A-level in French, German and Spanish and O-level in these languages and Russian.
Help with out-of-school activities a strong advantage. Accommodation available for a single man or woman, possible for a married couple. Felsted salary scale.
Applications, giving names and addresses of two referees, should be sent to The Headmaster, Felsted School, Dunmow, Essex (0371 820258), as soon as possible. (65833) 183624

CHESTER

THE QUEEN'S SCHOOL
City Walls Road, Chester CH1 2NN
A well qualified graduate is required in September to share the teaching of FRENCH throughout the school to O and A level. Salary scale 1 and government superannuation.
Apply as soon as possible, to the Headmistress at the school, giving full curriculum vitae and the names and addresses of two referees. (19714) 183624

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
G.S.A. Boarding School for 360 girls aged 11 - 18
Required in September, 1983, graduate to teach SPANISH to 'O' and 'A' Level with some subsidiary French. Spanish has been recently introduced into the curriculum and the applicant will have the opportunity to build up the Spanish department as part of a large Modern Languages department. The post may be residential or non residential. Burnham Scale Salary according to age and experience. Ability to contribute to extra-curricular activities will be an added recommendation.
Letters of application giving full curriculum vitae and names and addresses of two referees should be sent to the Headmistress. (65660) 183624

KENT

COBHAM HALL
Cobham, Kent
(Girls Independent Boarding School, 25 miles Central London; 300 pupils 11 - 18 yrs)
Required for September 1983 a well qualified full time teacher of FRENCH to University entrance. Burnham Salary Scale.
A staff creche is available.
Please apply in writing to the Headmaster with full curriculum vitae and names and addresses of two referees. (65841) 183624

KENT

SEVENOAKS SCHOOL
Kent
(915 pupils)
Required for September 1983 a Modern Languages graduate to teach French, and either Spanish or German to Advanced Level. A substantial Spanish timetable could be available. Applicants should have good oral fluency, and be interested in working energetically in a large, forward-looking Department. Salary Burnham plus.
Apply to Headmaster (from whom details are obtainable) with full curriculum vitae and names of two referees, specifying main language offered. (57871) 183624

MIDDLESEX

NORTHWOOD COLLEGE
Northwood
(Girls' Independent Day and Boarding School - 500 girls)
Required in September Graduate in German to teach to 'O' and 'A' level with some French in the middle school, to 'O' level if possible.
Resident or non-resident. Burnham Scale, London Outer allowance with Government Superannuation.
Write to the Head Mistress with c.v. and names of two referees. (55388) 183624

SURREY

ROYAL NAVAL SCHOOL
Haslemere, Surrey GU27 1HQ
(280 girls)
Required for September, 1983, a well qualified Spanish Graduate to teach SPANISH to O and A-Level. London Board. Full-time post available for applicant offering subsidiary French to O-Level. Burnham Scale 1.
Apply with full curriculum vitae, and names and addresses of 2 referees to the Headmistress. (57855) 183624

WEST SUSSEX

LANCING COLLEGE
West Sussex
There will be a vacancy in September 1983 for a GRADUATE to teach FRENCH and GERMAN. This post is particularly suitable for a well-qualified young teacher as a first or second appointment and who is willing to play a full part in extra-curricular activities including games.
Applications with Curriculum Vitae and names of two Referees should be sent to the Headmaster, Lancing College, West Sussex BN15 0RW. (57707) 183624

Music

Heads of Department

READING

QUEEN ANNE'S SCHOOL
Caversham, Reading, RG4 0DX, Berks.
HEAD OF MUSIC
Energetic and experienced graduate required for September, 1983, to take charge of music througout the school including O and A level groups.
There are two choirs and two orchestras. Resident post. Burnham Scale 3.
Applications by letter (no form) before the end of March giving details of qualifications, experience, and the names, address and telephone numbers of three referees, to The Headmistress. (65790) 183818

WOLVERHAMPTON

TETTENHALL COLLEGE
Wolverhampton, West Midlands WV6 8QX
(Independent day and boarding school, 460 pupils, HMC SHMIS GBA).
Required for September 1983 a well qualified and dynamic Director of Music to be responsible for all aspects of the subject throughout the College. Salary Burnham Scale III.
Further information is available from the Headmaster to whom applications should be sent with a full curriculum vitae and the names of two referees. (57905) 183818

Other Assistants

DEVON

ST. JOHN'S SCHOOL
Sidmouth
(I.A.P.S. Co-ed Day and Boarding)
Required for September 1983, a young and enthusiastic Director of Music to be responsible for instrumental and choral music at all levels throughout the school, including classroom teaching and chapel music. This is a new appointment which offers the opportunity of considerable scope to develop music within the school.
Ability to contribute to extra-curricula activities essential. Resident preferred (married accommodation available).
Apply in writing to Headmaster with C.V. and telephone number of two referees. (55284) 183624

DEVON

EXETER SCHOOL
Exeter, Devon:
A part time teacher of brass instruments is required from April or as soon as possible.
Applications with CV and the names of two referees to the Director of Music from whom further details may be obtained (Tel: Exeter 34148). (57510) 183824

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL
Townsend Avenue, St. Albans AL1 3SJ
C. of E. 668 girls, 110 in Sixth Form
Required for September 1983, well qualified graduate musician to share class teaching throughout the School to O and A Level. Competent pianist essential. The School has 3 orchestras, 3 choirs and a strong musical tradition. First Appointment or Burnham Scale 2 for suitably qualified applicant.
Apply with full details and names of 2 referees to Head Mistress from whom further particulars can be obtained on request. (54414) 183824

ITALY

ROME
Required for September 1983, Experienced English Teacher. See overseas appointments for details. (57420) 183824

LEICESTERSHIRE

OAKHAM SCHOOL
Requires in April or September, Visiting Teacher of BASSOON also able to teach FLUTE (4/5 days a week available) OR also able to teach CLARINET or SAXAPHONE 2/3 days a week available).
Details available from the Director of Music to whom curriculum vitae and names of two referees should be sent. Oakham School, Chapel Close, Oakham, Leics LE15 6DT (Oakham 2850). (95328) 183824

Pastoral

Other Assistants

GLOUCESTERSHIRE

Required as soon as possible, Housemistress to take responsibility for a boarding house of approximately 60 girls aged 11 - 16. No specific qualifications are necessary but a knowledge of catering could be useful. More important is a genuine liking and concern for young people, commonsense and a sense of humour. There is a possibility of a suitably qualified candidate fulfilling a small teaching role.
Apply in writing giving full details and the names and addresses of two referees to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham Glos. GL50 3AZ. (57547) 184024

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
G.S.A. Boarding School
RESIDENT HOUSEMISTRESS required in September, 1983, to take charge of a boarding house of 40 girls aged 12 - 16 years. The applicant should have a real interest and concern for the young. This post could be combined with some part-time teaching of Latin or Religious Studies. Ability to contribute to extra-curricular activities will be an advantage.
Queenswood is an independent boarding school for girls, set in 400 acres fifteen miles north of London. There are 350 girls (11 - 18 years).
For further details apply to the Headmistress with full curriculum vitae and names and addresses of two referees. (65659) 184024

KENT

WEST HEATH
Sevenoaks
(Independent 140 girls (130 boarders) 12 - 18 years)
REQUIRED SEPTEMBER 1983, Resident Assistant Housemistress for pastoral care and supervisory duties (12 - 15 years). Teaching or non-teaching post.
Free board in term-time; accommodation available in holidays.
For details send sae to Principal. (54137) 184024

LIVERPOOL

HUYTON COLLEGE
Huyton, Liverpool L36 5XQ
Tel: 051-489 4103
(Independent Day and Boarding School for Girls)
Required for September 1983 a resident HOUSEMISTRESS to be responsible for a House of middle school girls (11 - 16). Graduate preferred. State subject. Preference given to SOCIOLOGY and ENGLISH. Burnham Scale. Superannuation.
Apply to the Headmistress, giving full curriculum vitae and naming two referees. (55187) 184024

PETERBOROUGH

WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JF
Required in September 1983, a resident Assistant Housemistress, preferably with primary teaching qualifications or middle school general subjects. Salary Burnham Scale for teaching applicant.
Please apply in writing to the Headmistress with a full c.v. and names of two referees. (54304) 184024

WORCESTERSHIRE

ELLERSLIE SCHOOL
Malvern, Worcs
(Independent boarding school for about 260 girls)
REQUIRED IMMEDIATELY:- Resident Assistant Housemistress for boarding house for 12 - 13 year old girls: appointment could be temporary (1 term) or permanent.
REQUIRED IN SEPTEMBER:- Housemistress for boarding house for fifth year girls. Small flat suitable for married couple throughout year. Special terms for education of children of secondary school age.
These posts are basically non teaching but either might be combined for suitably qualified applicant with a little teaching or coaching or with help in objective diagnostic testing.
Further information from the Headmistress to whom applications should be made as soon as possible with details of qualifications and experience and names of two referees. (57904) 184024

Physical Education

Other Assistants

CROYDON

THE OLD PALACE SCHOOL
Croydon.
Required for September 1983, teacher of PHYSICAL EDUCATION. Preference will be given to a candidate with a special interest in developing netball and swimming. Scale 2 post for a well-experienced and capable candidate.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (65668) 184224

EAST SUSSEX

BERESFORD HOUSE SCHOOL
Eastbourne
Required in September 1983 a full-time qualified PHYSICAL EDUCATION teacher, with particular interest in hockey and tennis. Burnham Scale I and Government Superannuation.
Apply in writing by Monday 21st March 1983, giving details of qualifications and experience, and names and addresses of two referees, to the Headmistress, Beresford House School, Eastbourne. Tel. 0323-31658. (54315) 184224

GUILDFORD

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)
London Road, Guildford, Surrey
Required for September PHYSICAL EDUCATION specialist to teach throughout the school and take responsibility for lacrosse up to 1st team standard. Applicants should indicate which areas of P.E. particularly interest them. Scale 1 post.
Please apply by letter without delay to the Headmistress, with curriculum vitae and the names of two referees. (57522) 184224

HERTFORDSHIRE

ST. CHRISTOPHER SCHOOL
Letchworth, Herts SG6 3JZ
Telephone Letchworth 3183.
(An informal coeducational boarding and day school for 430 from 2½ to 19 years with 25% of boarders LEA financed).
GIRLS PE AND GAMES for September 1983 (readvertisement).
An energetic and adaptable teacher is needed within the PE Department to take charge of Girls PE and games. We look for the ability to coach Lacrosse to a good standard and to engage the enthusiasm of pupils of all aptitudes.
Burnham Scale I with additional benefits and DES Superannuation. Accommodation is available and for the right candidate a resident tutorship.
Further details from Colin Reid (Head) to whom applications with C.V. and name, address and telephone number of two referees should be sent as soon as possible. (65887) 184224

SOMERSET

ST AUDRIES GIRLS' SCHOOL
An assistant in the PE Department is needed in September for one term or possibly longer. The post could be residential.
Applications, giving details of qualifications and experience and the names and addresses of two referees should be sent to the Headmaster. (57512) 184224

Religious Education

Other Assistants

LANCASHIRE

BOLTON SCHOOL (GIRL'S DIVISION)
Chorley New Road, Bolton, Lancs BL1 4PB
700 girls (200 Sixth Form)
Required for 1st September 1983, good honours Graduate to teach RELIGIOUS EDUCATION Throughout the school, and Religious Studies to O.A. S. and Oxbridge students. An open-minded and academic approach to the teaching of R.E. essential.
Applications with full C.V. and names and addresses of two referees as soon as possible to the Headmistress (No forms). (54410) 184424

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 820 girls aged 11 - 18. Sixth Form of 160
Graduate teacher of Religious Studies required for September to assist in the teaching of the subject throughout the school to University and Scholarship entrance. Ordinary and Advanced level work available.
Applications to the Headmistress with copies of testimonials if available, and names and addresses of two referees. (57882) 184424

Science

Heads of Department

SUSSEX

HEAD OF PHYSICS/ PHYSICS TEACHER
ARDINGLY COLLEGE
Haywards Heath, West Sussex
HMC 13 - 18 boys and girls (now from 13) predominantly boarding. Junior School (170 all boys)
Required for next September an energetic graduate to teach Physics from 13 to Oxbridge. An experienced applicant might become the Head of the department of 3 teachers, 2 sets in each A level year (while the present Head of Physics would remain as Head of Science); a younger applicant might be offered the position of Physics teacher, but the promotion prospects are good. Electronic expertise and interest a distinct advantage as is a willingness to assist with games, activities and pastoral care.
Applications, including a curriculum vitae and the names of two referees, to the Headmaster.
Interviews will take place in the week beginning 18th April. (57690) 184818

WORCESTERSHIRE

ROYAL GRAMMAR SCHOOL
Worcester.
1. HEAD OF CHEMISTRY (Scale 4) required for September. Good honours degree and strong involvement in out-of-class activities essential.
Applications with full c.v. and two referees, to Headmaster, Royal Grammar School, Worcester. (19716) 184818

Other Assistants

BIRKENHEAD

BIRKENHEAD SCHOOL
Biologist required for September 1983. Graduate teacher to work in a strong department preferably with ability to teach to 'A' and 'S' level. Good allowance available and possibility of accommodation.
Please apply giving names of two referees to: The Headmaster, 55 Shrewsbury Road, Birkenhead. (57653) 184824

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
There will be a vacancy in September 1983 for a teacher of Biology, to join an expanding department. This post will be suitable for a well-qualified new entrant to the profession. Ability to help with sport or out-of-school activities would be a great advantage. Salary (above Burnham) will be according to qualifications and experience.
Letters of application and curriculum vitae, together with the names of two referees should be sent to the Headmaster by 22 March 1983. (57351) 184824

BRADFORD

BRADFORD GIRLS' GRAMMAR SCHOOL
INDEPENDENT
600 Girls
Required for September CHEMIST to teach throughout the school up to University Entrance. Experience of Nuffield would be an advantage. Burnham scale according to experience.
Please apply to the Headmistress giving two names for reference. (58082) 184824

CANTERBURY

STAFFORD HOUSE INTERNATIONAL SIXTH FORM COLLEGE
Canterbury
requires a good honours Chemistry graduate to take over responsibility for all 'A' level Chemistry in the College from the start of the Summer term, Monday 11th April. This is a permanent appointment. Applicants should preferably have had experience of teaching overseas students and in particular should be thoroughly familiar with the 'A' level examination syllabus of the University of London. An ability to teach other subjects at least to 'O' level standard would be an advantage.
Write with full details to the Principal, Stafford House Tutorial College, 68 New Dover Road, Canterbury, Kent CT1 3EQ. (95321) 184824

CHESHIRE

NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire
(500 boys aged 11 to 18)
Graduate required for September to teach Physics at least up to 'O' Level, together with some junior General Science. Salary above Burnham Scale. Actual Scale will depend on qualifications and experience. Service conditions and superannuation as in Maintained Schools.
Application forms and particulars from the Headmaster. Please apply in writing giving some details of qualifications, experience and interest. (67359) 184824

CHESTER

THE QUEEN'S SCHOOL
City Walls Road, Chester, CH1 2NN
Required in September 1983 a well-qualified graduate to share the teaching of PHYSICS throughout the school, including 'O' and 'A' Level. Ability to help with chemistry lower down the school would be an advantage. A Scale 2 allowance could be offered to a suitably qualified and experienced candidate.
This is a new post, created within a well-established science department. A new laboratory, one of five, was opened in the autumn. Large numbers of girls take science subjects at both 'O' and 'A' Level each year.
Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. (65646) 184824

CORNWALL

TRURO SCHOOL
Cornwall TR1 1TH
(H.M.C. Independent Day and Boarding 820 boys, 200 in VIth form including 40 girls)
Required for September, 1983, graduate to teach Chemistry in Junior Forms and to 'O' level, possibly with some Junior Biology.
Willingness to help with games and/or extra-curricular activities is an added recommendation.
Apply in writing to the Headmaster with curriculum vitae and names, addresses and telephone numbers of two referees. Please mark envelope 'Chemistry'. Will be Acknowledgements sent only to short-listed applicants. (95331) 184824

HERTFORDSHIRE

ST. EDMUND'S COLLEGE
H.M.C., R.C., BOARDING
Required for the Summer Term 1983 only. Preferably a graduate to Ordinary Level. Accommodation available for single man.
Applications with the names of two referees to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts SG11 1DS. (65639) 184824

ST. GEORGE'S COLLEGE
Weybridge, Surrey.
Independent school for boys, mainly R.C.
Member of H.M.C.: 650 pupils from 12 to 18 years; 180 Boarders, 360 Day Boys and 110 Girls in the Sixth Form.

HEAD OF SCIENCE
(Senior Teacher's Scale)

Required for September 1983 a Good Hons. Physics Graduate for this new post who will, in addition to being in overall charge of the Physics Department, lead and co-ordinate the work of a team of 11 Science teachers throughout the school from Second form through to Oxbridge. The successful candidate would have some knowledge of Computer Studies in order to encourage Science Departments to take advantage of the doubling in size of the Computer premises from September next. A-level Computer Studies already offered.

Salary Burnham + according to experience. Married or bachelor accommodation possibly available.

Write enclosing curriculum vitae with names of two referees to the Headmaster.

Berkshire
ETON COLLEGE
A
BIOLOGIST
is required
for September 1983

to teach throughout the school, including scholarship level. The post would suit a recent graduate or someone looking for his first move after a few years' teaching. Accommodation available. Applications, including curriculum vitae and names, addresses and telephone numbers of three referees, should be sent as soon as possible to the Head Master, Eton College, Windsor, Berkshire, from whom further details can be obtained.

INDEPENDENT SCIENCE
continued

DOHA

See Overseas appointments - for salary of £800 to £1200 per month tax free. (57507) 184824

DORSET

CANFORD SCHOOL
(H.M.C. - 520)
Wimborne BH21 3AD
Required in September 1983 a well-qualified graduate to teach PHYSICS at all levels in the school, including, where appropriate, the preparation of Oxbridge candidates. A practical interest in computers and/or electronics would be an advantage. The Department has four modern labs, two of which were built only last year. This could be a very suitable post for applicants seeking their first appointment.
Willingness to help with games - particularly rugger, squash and/or tennis - and with other extra-curricular activities would be most welcome.
Canford has its own salary scale. Married and single accommodation is available.
Applications with full curriculum vitae and the names of two referees, should be sent to the Headmaster as soon as possible. (57846) 184824

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford
(HMC, day, 700 boys 11 to 18)
Required in September, a Graduate to teach Nuffield BIOLOGY throughout the school, up to and including A level. In the first instance this is a temporary appointment for one year. Ability and willingness to help with extra-curricular activities such as rugby, cricket, hockey, CCF and Scouts will be a distinct advantage. Salary: Burnham plus. Possibility of help with accommodation.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (54730) 184824

KENT

SEVENOAKS SCHOOL
H.M.C. - 920 (400 boys and girls in the 6th Form)
Required for September 1983, A CHEMIST, to join a large H.M.C. - 920 (400 boys and girls in the 6th Form)
Required for September 1983, A CHEMIST, to join a large Department in which there are opportunities to teach throughout the School. Sporting or other extra curricula expertise will be looked for. Salary above Burnham and Housing available.
Write or ring for details, Headmaster, Richard Barker, Sevenoaks School, Sevenoaks, Kent, RN13 1HU. Tel. (0732) 455133. (58386) 184824

LANCASHIRE

BOLTON SCHOOL (GIRL'S DIVISION)
Chorley New Road, Bolton, Lancs BL1 4PB
700 girls (200 Sixth Form)
Required for 1st September 1983, good honours Graduate to teach PHYSICS throughout the school to A-Level and Integrated Science to first and second year pupils.
Applications with C.V. and names and addresses of two referees as soon as possible to the Headmistress. (No forms). (54411) 184824

LONDON SW15

PUTNEY HIGH SCHOOL
(G.P.D.S.T.)
35 Putney Hill, SW15 6BH
Independent - 500 girls
REQUIRED September 1983 Chemistry teacher to join enthusiastic department and share teaching to O and A Level and Oxbridge entry.
Apply by letter to the Headmistress with curriculum vitae and names of two referees, very suitable for a probationer. (65767) 184824

LANCASHIRE

BOLTON SCHOOL
(GIRLS DIVISION)
Chorley New Road, Bolton, Lancs BL1 4PB
700 girls (200 Sixth Form)
Required for September 1983, a well-qualified graduate BIOLOGIST to teach part-time to A-level, with Integrated Science in the Lower School. The school possesses own field centre and the successful applicant would be involved in the running of Sixth Form Residential courses. The post is initially for one year only (possibility later of a full-time appointment).
Further details available from the Headmistress, to whom applications together with cv and names and addresses of two referees should be sent. (No forms). (57838) 184824

LONDON NW7

MILL HILL SCHOOL
Required for September, a Physicist to teach throughout the school.
The post would be suitable for a newly qualified graduate seeking his first appointment, or a teacher with a few years' experience.
The department is a flourishing one with four full-time teachers and 60 students studying Physics in the sixth form.
Mill Hill is an Independent Boarding School (H.M.C.), situated in the green belt, but within easy reach of central London. It has its own Salary Scale, and accommodation is available for a married or single person.
Applications, including curriculum vitae and names, addresses and telephone numbers of two referees, to the Head Master, Mill Hill School, London NW7 1QS (Tel. 959 - 1176) from whom further details can be obtained. (54498) 184824

LONDON SW15

PUTNEY HIGH SCHOOL
G.P.D.S.T.
35 Putney Hill SW15 6BH
Independent 500 girls
Required September 1983 Graduate to share in the teaching of Physics throughout out the school to Oxbridge entry.
Apply by letter to the Headmistress with curriculum vitae and names of two referees. (57866) 184824

MIDDLESEX

THE NORTH LONDON COLLEGIATE SCHOOL
Wanted for September 1983, well qualified graduate Physicist to teach throughout the school to Nuffield Advanced Level and a share of Scholarship teaching. Scale I or II post.
Application by letter with curriculum vitae, with the names of two referees to The Headmistress, The North London Collegiate School, Canons, Edgware, Middlesex. (Independent Girls' School - formerly Direct Grant - 800 pupils). (57758) 184824

NOTTINGHAMSHIRE

NOTTINGHAM HIGH SCHOOL FOR GIRLS,
G.P.D.S.T.
Required for September, teacher of Physics to share the work in a department of three and to teach up to A Level and Open Scholarship standard. Large and well-equipped Science Department. Burnham Scale I or 2 according to qualifications and experience.
Apply in writing with s.a.e. enclosing curriculum vitae and addresses of two referees to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (57491) 184824

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
Required in September, teacher of Chemistry and Mathematics, able to take one subject up to Advanced Level. Burnham Scale 1.
Apply in writing with s.a.e. enclosing curriculum vitae and addresses of two referees to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (65974) 184824

POWYS

CHRIST COLLEGE
Brecon
Required for September, a well qualified GRADUATE to teach PHYSICS to A-level: experience in Application of Physics, Technology or Engineering essential. Salary Burnham plus: possibility of accommodation for married candidate.
Applications with curriculum vitae and names of two referees, to the Headmaster, Christ College, Brecon, Powys LD3 8AG. (54937) 184824

SURREY

CATERHAM SCHOOL
H.M.C. Boarding and Day, 430 Pupils. Sixth Form 150 includes some girls.
Required for September, 1983, Graduate to teach BIOLOGY throughout the School up to A/S level. Willingness to help with games and extra curricular activities an advantage.
Salary: Burnham Scale according to qualifications and experience.
Applications with full curriculum vitae and names of two referees should be sent to the Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (54795) 184824

SURREY

CLAREMONT FAN COURT SCHOOL
Claremont Drive, Esher, Surrey KT10 9LY
Required for September, 1983, GRADUATES to teach: 1. Physics to 'O' and/or 'A' Levels, full or part-time. 2. Chemistry part-time up to 'O' Level.
Salary based on Burnham scale with Surrey Allowance.
Claremont Fan Court is an independent co-educational day and boarding school. All boarders attend the Christian Science Sunday School.
Please apply to the Principal for an application form. (57899) 184824

Speech and Drama

Other Assistants

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE
Requires in September 1983 qualified teacher of Speech and Drama. Burnham scale: full-time, non-resident.
Apply in writing with full details of qualifications and names and addresses of two referees to the Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham, Glos GL50 3AZ. (57765) 185324

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
Required for September, 1983, DRAMA teacher (resident or non resident) with the ability to teach DANCE to join a lively, enthusiastic department. The successful applicant must have a commitment to Creative Drama but will also be expected to prepare pupils for all-grades of LAMDA and Associated Board Examinations. A willingness to take a full part in extra curricular activities, e.g. drama clubs, school production, drama workshops etc. is ESSENTIAL.
Queenswood is an independent boarding school for girls set in 400 acres of superb grounds, 15 miles north of London. There are 350 girls (11 - 18 years).
Letters of application giving full curriculum vitae and the names and addresses of two referees should be sent to the Headmistress. Closing date 19th April, 1983. (57833) 185324

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
An independent boarding and day school for 300 girls aged 11 - 18
An exciting opportunity exists for a well qualified and preferably experienced teacher to take charge of and develop both curricular and extra curricular DRAMA. There are plans for the creation of our studio/workshop within the next two years. The person appointed will also be responsible for the teaching of Speech and Drama to individuals and small groups throughout the school. Previous applicants need not apply.
Candidates should submit a letter of application and full curriculum vitae with names and addresses of two referees to the Headmistress. (67363) 185324

ITALY

ROME
Required for September 1983. Experienced Music/Drama Teacher. See overseas appointments for details. (57421) 185324

Technical Studies

Heads of Department

BERKSHIRE

BRADFIELD COLLEGE
DIRECTOR OF DESIGN/ TECHNICAL CENTRE
Applications are invited for the post of Director of the new Design/Technical Centre which it is proposed to build at Bradfield College. The College intends to appoint a Director before construction commences. The appointment could be from either September 1983 or January 1984.
Accommodation is available.
Further details on request.
Applications with the names and addresses of two referees and c.v. to: The Head Master, Bradfield College, Bradfield, Reading RG7 6AR. (57847) 185418

WORCESTERSHIRE

HEAD OF ELECTRONICS
(Scale 3)
Required for September to develop the subject both within and outside the curriculum. Ability to teach Nuffield 'A' Level Physics and to be involved in out-of-class activities essential.
Applications with full c.v. and two referees, to Headmaster, Royal Grammar School, Worcester. (19717) 185418

Other Assistants

BEDFORD

BEDFORD MODERN SCHOOL
1150 boys aged 7 - 18 years
Required for September 1983 an experienced and qualified teacher of Geometrical and Mechanical Drawing. This subject is taught up to 'O' and 'A' levels. The person appointed will have proven experience in this field and will be responsible for the subject, under the general guidance of the Head of Technical Studies. There may be some opportunity to teach in the Workshops.
Salary according to qualifications and experience, but likely to be Burnham Scale II. Removal expenses. Medical Insurance Scheme. Help with School fees.
Apply in writing, with the names of two referees to: The Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT. (57346) 185424

PETERBOROUGH

KIRKSTONE HOUSE SCHOOL
Baston, Peterborough
Independent Co-educational day school, 11 - 16 yrs. Required for September 1983 a qualified teacher of TECHNICAL STUDIES with emphasis on Woodwork and Technical Drawing (C.S.E. and 'O' level). Ability to help with extra-curricular activities and games an advantage. Salary: Burnham Scale 1. A Scale 2 post would be available for a well-qualified and experienced candidate. Superannuation scheme pending.
Applications by leter with full curriculum vitae and names and addresses of two referees to the Principal. (65889) 185424

Other than by Subject Classification

Other Assistants

ABERDEENSHIRE

I.A.P.S. School (Co-ed) requires September good graduate to teach English and History to P.S.S. level. Ability to coach games (especially Rugby and Cricket) to first team level essential, as is a willingness to participate fully in activities of a Boarding School outside the classroom.
Apply in writing with full curriculum vitae and names of two referees to: The Headmaster, Blairmore School, Glass, Huntly, Aberdeenshire AB5 4XH. (19631) 185624

DUNDEE

HIGH SCHOOL OF DUNDEE
(Grant Aided/Independent)
TEACHER OF MATHEMATICS
TEACHER OF PHYSICS
Applications are invited for the above full-time posts available from the beginning of session 1983/1984. Applicants should be well-qualified and registered or be eligible for registration with the G.T.C.
Candidates will be expected to teach at all stages of the respective department's work and to share in S.C.E. presentation. A willingness to take part in games and extra-curricular activities will be a recommendation. Teachers finishing training may apply.
Further particulars of each post and an application form are available from The Rector, High School of Dundee, Euclid Crescent, Dundee, DD1 1HU, by whom completed applications should be received by 31st MARCH. (54477) 185624

HAMPSHIRE

Required for September, newly qualified Assistant Teacher to take an Infant class, ages 5 - 7. This is a temporary, one year appointment.
Applications, including c.v. and the names of two referees to the Headmistress, Wykeham House School, 69 High Street, Fareham PO16 7BB, by 31st March, 1983. (54798) 185624

HERTFORDSHIRE

RICKMANSWORTH MASONIC SCHOOL
(530 girls, 100 Sixth Form)
REQUIRED FOR SEPTEMBER 1983. 1. HEAD OF MATHEMATICS SCALE IV. An experienced graduate mathematician is required for this important post. 2. TEACHER OF COMPUTER SCIENCE SCALE I. Ability to teach and develop the subject throughout the upper school, and to teach either Mathematics or Science as a second subject. 3. GRADUATE TEACHER OF FRENCH WITH SUBSIDIARY ENGLISH OR SPANISH SCALE I. Members of the department teach throughout the school.
A willingness to help with games, clubs and other activities is important. Accommodation may be available for applicants in appropriate cases.
Further particulars and application forms from The Headmaster, The Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. (0923) 773168. (19617) 185624

MASTERS/Mistresses/Matrons requiring posts in Independent Schools, should write with s.a.e. Sec. F.I.S., Pool Cottage, Marrinsdean Road, Billingshurst, Sussex. (67464) 185624

LONDON SW7

Mander Portman Woodward, a leading tutorial college with 400 students in London SW7, requires tutor in Art History familiar with High and Late Renaissance and 19th and 20th Century Art. Degree in Art History, A-level teaching experience, and enthusiasm are vital. Age 24 - 30.
Write for details to: Mander Portman Woodward, 3 Wetherby Place, SW7. (65837) 185624

LONDON

MATHS MORNINGS ONLY
Qualified tutor required April. Small classes (Pupils 10 - 14 yrs) London W6. Permanent post 9 a.m. - 1 p.m. five days weekly.
Apply 01-748 6463. (55185) 185624

MIDDLESEX

ST. HELEN'S SCHOOL
Northwood, Middx
Independent Day/Boarding School of 850 pupils
Wanted in SEPTEMBER a fully qualified teacher of GEOGRAPHY, and of ECONOMICS at Advanced Level.
Please reply in writing to the Headmistress, with C.V. giving names of referees, day and evening telephone contact and enclosing s.a.e. (57868) 185624

N. WALES

LINDISFARNE COLLEGE
Wynnstay, Ruabon, Clwyd, N. Wales
Required in SEPTEMBER 1983, graduate teacher of HISTORY and FRENCH up to CSE and GCE 'O' level.
The post is residential in a boys' boarding House.
An interest and experience in scouting would be a strong recommendation. Salary: Lindisfarne Scale which is related to Burnham; Government Superannuation Scheme.
Apply to the Headmaster enclosing full curriculum vitae and the names and addresses of persons to whom reference may be made. (65580) 185624

PERTH

Required for September 1983 suitably qualified person to teach a combination of at least two of the following subjects - Economics History; Geography; Maths - up to 'O' Level. 'A' Level work would be available in some subjects. Help with games and other outside activities welcome. Accommodation provided for single person.
Applications with full c.v. and names of two referees to Headmaster, Strathallan School, Forgandenny, Perth PH2 9EG. (65574) 185624

SUMMER IN AMERICA, WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min age - 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks hard fun work, then up to 6 weeks holiday. Flight, work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED: CONTACT :- Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (57065) 185624

SHERBORNE SCHOOL

There will be the following vacancies on the staff of Sherborne School in September 1983.

A teacher of French to Oxbirdge, with subsidiary German or Spanish.

A teacher of Mathematics to scholarship level.

A teacher of Economics to scholarship level.

Ability to assist in the coaching of grants would be an asset.

For further information apply to the Headmaster's Secretary, Sherborne School, Dorset DT9 3AP.

GRENVILLE COLLEGE
SHMIS Boys' Woodard Boarding School of 350, age range 11 to 18

TEACHER OF FRENCH
TEACHER OF MATHEMATICS

Required for September 1983, interesting posts for qualified teachers ready to play a full part in the life of a boarding school.

Subsidiary German or Spanish to 'O' level standard would be useful qualification for the Teacher of French, though not essential, and he would share teaching throughout the school.

The Maths Teacher would join a department of 5 full-time teachers, and would have the opportunity to teach at Sixth Form level. An interest in Computer Studies would be an advantage.

Accommodation would be available for candidates who wished to be considered for Assistant Housemasterships.

Applicants should write to:
The Headmaster, Grenville College,
Bideford, North Devon,
enclosing a comprehensive CV and the names, addresses, and telephone numbers of two referees.

FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey
Tel: 025-125 2134

TEACHING AND HOUSESTAFF VACANCIES 1983

HEAD OF BIOLOGY
MATHEMATICIAN
TEACHER IN CHARGE OF CRAFT

All three posts require ability to teach up to A level. Craft needs developing as an 'A' level subject.

SENIOR HOUSEMISTRESS

In charge of boarding unit of 28 girls aged 14-16. Good single accommodation and free board in school terms. Applicants able to offer Mathematics or Biology particularly welcome.

ASSISTANT HOUSEMASTER

to help run house of 22 boys aged 14-18. Good single accommodation and free board in school terms. Applicants able to offer Mathematics, Biology or Craft particularly welcome.

One of the three teaching vacancies could be resident or non-resident, married or single.

Frensham Heights is a co-educational boarding and day school of 257 pupils aged 11 to 18. Its good discipline and results stem from the emphasis on good human relationships between staff and pupils. We seek staff who have the maturity, integrity and skill to function in such a community. Housestaff posts in particular require efficient, mature and loving personalities.

The school pays Burnham Scale according to qualifications, experience and responsibility held in post. Working conditions and atmosphere are excellent, headmaster is supportive, classes are small.

Write without delay to Headmaster, stating clearly which post you are applying for, giving full details of your experience and qualifications, sending any available testimonials and naming two referees, one of which should be your present employer; explain circumstances if you don't name your employer.

State the post you are applying for on your envelope in bottom left hand corner.

Preparatory Schools

Headships

LONDON N12

R.C. DIOCESE OF WESTMINSTER
N. Finchley

ST. ALBAN'S PREPARATORY SCHOOL FOR BOYS
Woodside Lane, N. Finchley N12 8SY

HEADTEACHER

Required for September 1983 qualified committed Catholic teacher for the Headship of this Group 3 Independent School established in 1928. Age range:- from 4 yrs. in Pre-Prep. Dpt., to 13 yrs. in Prep. Dpt.

Boys are prepared for Common Entrance Exam. to Public Schools and transfer to St. Edmund's College, Ware; Ampleforth; Highgate, Mill Hill, City of London; Haberdashers' Aske's; University College, etc. D.E.S. Superannuation scheme, and Burnham Scale Salary for all Staff.

Application forms and further details obtainable from and to be returned to:- Mr. B. Hurtigan, Chairman of the Board of Governors, c/o Cree, Godfrey & Wood, 3 High Road, East Finchley, London N2. (Tel: 01-883 7788) by April 8th., 1983 (enclose f/cap S.A.E.).

The successful applicant will be appointed by the Governors for and on behalf of the Diocese of Westminster. (19715) 200010

SURREY

REIGATE ST. MARY'S PREPARATORY AND CHOIR SCHOOL

Applications are invited from graduates for the post of HEAD of this established Boys' Preparatory Day School. I.A.P.S. and Choir Schools' association. Salary: Burnham Scale plus other emoluments. Government Superannuation.

Further details may be obtained from the Clerk to the Governors, 13 Butts Hill, Wray Common, Reigate, Surrey, to whom all applications, together with a full curriculum vitae and the names of three referees, should be sent. Closing date 6th April. (57410) 200010

SURREY

ALDRO SCHOOL
Shackleford, Godalming, Surrey

The Governors invite applications for the Headship of this IAPS School, which falls vacant in September 1984 on the retirement of the present Headmaster.

Aldro is a school of 150 pupils, of whom some 70 are boarders. The Trust is a Christian foundation in the Evangelical tradition.

Full details and an application form may be obtained from the Appointments Secretary, 1 Merrow Chase, Guildford, Surrey. The closing date for applications is 29 April, 1983. (54453) 200010

By Subject Classification

English

Other Assistants

BERKSHIRE
ST. GEORGE'S SCHOOL
Windsor Castle
Required for September 1983 a graduate Teacher of English with an interest in Drama and Football. Accommodation available for single person.
Application in writing, enclosing a full curriculum vitae and the names of two referees, should be sent to The Headmaster. (57864) 202424

CAMBRIDGE
ST. FAITH'S SCHOOL
(330 boys)
Requires in September a qualified teacher to take English with the 9 - 13 year age group; some French, Geography, History or Latin teaching also available. Willingness to help actively with senior school games and out of school activities essential. A flat available for a single person who could act as a House Tutor in one of the Boarding Houses.
Burnham Scale and Government Superannuation.
Applications for the post, a full curriculum vitae and the names and telephone numbers of two referees should be sent to the Headmaster, St. Faith's School, Cambridge, CB2 2AG. (65793) 202424

LONDON EC1
DALLINGTON SCHOOL

Required either as soon as possible, or for May/September 1983. We are looking for qualified and experienced teachers to work with a small group of children aged from 5 to 6 years. Mixed ability intake, informal environment, but high academic expectations.

Visits essential.

Apply in writing to the Head Teacher, Dallington School, 8 Dallington Street, London EC1V 0BQ, giving full CV and names and addresses of two referees.

Closing date for applications – 31st March 1983.

Re-advertisement

NEWCASTLE-UNDER-LYME SCHOOL
Preparatory Department
Orme House

Required for September 1983 a qualified, experienced and enthusiastic

JUNIOR SCHOOL TEACHER
(Scale 1 or 2)

to play a full part in the development of this expanding preparatory department.

Applications at once with full curriculum vitae and the names and addresses of two referees to the Headmaster, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs. ST5 1DB.

Previous applicants will automatically be considered and need not re-apply.

SOMERSET
MILLFIELD JUNIOR SCHOOL
EDGARLEY HALL
Glastonbury, Somerset. BA6 8LD
Tel: Glastonbury 32446

Co-Educational. 409 pupils. 60 teaching staff. Age range 7 - 13½. Average number of pupils per class: 10. Boarding and Day.

Required for September 1983: Teacher of ENGLISH to Common Entrance level. Ability to help with extra-curricular activities (games, drama, etc.) would be an advantage. The post can be adapted to include French, Library and Project work.

A scaled post is possible for a suitably qualified candidate.

CV and names of two referees to the Headmaster, from whom further details can be obtained. (54458) 202424

SURREY
THE HAWTHORNS
Pendell Court, Bletchingley.
(IAPS, boarding and day, 110 boys)
Qualified teacher, with relevant experience, required in September 1983 for ENGLISH to P.S.S. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale 1. Accommodation available.
Apply Headmaster with c.v. and names and telephone numbers of 2 referees. (54695) 202424

WEST SUSSEX
Required for September someone to teach English in an exciting way to 9 - 13 year olds. Willingness to help with boys' games and with other extra curricular activities is important. Bachelor accommodation available. Burnham Scale plus TSS. IAPS coeducational boarding school of 300 boys and girls.
Please apply with names, addresses and telephone numbers of two referees to Headmaster, Windlesham House School, Washington, Pulborough, West Sussex. (54390) 202424

Geography

Other Assistants

SURREY
CATERHAM SCHOOL PREPARATORY
I.A.P.S. Boarding/Day 240 Boys.
Required in September, 1983, a qualified teacher to take charge of Geography throughout the School. Ability to coach games an advantage. Single accommodation available.
Apply with C.V. and names of two referees (with telephone nos. where possible) to The Headmaster, J.R. Hawkins Esq., Caterham School Preparatory, Mottrams, Harestone Valley Road, Caterham, Surrey CR3 6YB. (65636) 202624

WORCESTERSHIRE
WINTERFOLD HOUSE
Chaddesley Corbett,
Worcestershire DY10 4PL
IAPS R.C. Boarding and Day School 140 boys
Required for September 1983, teacher of Geography to senior forms and general subjects to boys in the middle and lower part of the school. Willingness to help with games and other out-of-school activities essential. An interest in art and/or music would be an newly-qualified teacher would be seriously considered. Res. or non res.
Application should be made in writing to:- The Headmaster, Winterfold House, enclosing C.V. and two referees. (54385) 202624

Mathematics

Heads of Department

DORSET
FORRES
Swanage, Dorset BH19 1PR
Young graduate mathematician for Head of Department - C.E. and P.S. Scholarship work - required in September 1983.
Apply with c.v., names and telephone numbers of 2 referees to the Headmaster. (65819) 203418

Other Assistants

BUCKINGHAMSHIRE
ASHFOLD SCHOOL
Dorton, Aylesbury, Bucks HP18 9NG
(IAPS 115 pupils)
Co-educational, day & boarding
Required for September '83 a well qualified teacher to organize Mathematics throughout the school and to teach at CE and PSS level. Accommodation for married or single person available. Interest in sport and extra curricular activities an advantage. Salary Burnham Scale 2.
Apply with names of two referees to the headmaster. (19574) 203424

CHESHIRE
MATHS TEACHER WANTED FOR SEPTEMBER to teach to C.E. and P.S. Scholarship level and organise the Maths throughout the school. Senior post available for suitable candidate. Married or single accommodation available.
Apply: Headmaster, Beech Hall School, Macclesfield [illegible]

CHESHIRE
THE LEAS
Hoylake, Wirral, Cheshire

Teacher required in September to teach, preferably, Mathematics up to P.S.S. standard, or alternatively, General Prep School Subjects. Ability to Coach games desirable, especially First Team Soccer and Swimming. Salary Burnham Scale. Government Superannuation and good single or married accommodation available.

Apply with Curriculum Vitae and names of two referees with phone numbers to Headmaster. (57640) 203424

SURREY
THE HAWTHORNS
Pendell Court, Bletchingley
(IAPS, boarding and day, 110 boys)
Qualified teacher, with relevant experience, required in September 1983 for MATHEMATICS to P.S.S. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale 1. Accommodation available.
Apply Headmaster with c.v. and names and telephone numbers of 2 referees. (57863) 203424

SUSSEX
PREPARATORY SCHOOLS MATHEMATICS SECTION
BRAMBLETYE SCHOOL
East Grinstead, Sussex, RH19 3PD
(IAPS 210 boys: 170 boarding, 40 day)
Required for September 1983 a qualified, enthusiastic teacher of Mathematics to share teaching throughout the school up to CE and PSS level, willing to take part in usual boarding school activities outside classroom. Burnham salary. No married accommodation. Please apply, with c.v. to The Headmaster. (54332) 203424

Mathematics teacher, preferably with some computing experience, required in September 1983 for large co-educational preparatory school in Warwick. Enthusiasm, sense of humour and an ability to play rugger at a high level desirable. Accommodation available for single person. Salary according to experience and qualifications.
Please apply in writing with c.v. and references to the Headmaster, Emscote Lawn School, Warwick CV34 5QD. (67186) 203424

Modern Languages

Heads of Department

BUCKINGHAMSHIRE
THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PF.
I.A.P.S. Day Prep School (300 boys)
Required for September 1983 Head of French. My present Head of French is becoming a Headmaster in September 1983 and his replacement must be as keen, energetic and skilled. I am looking for an experienced, well qualified person capable of inspiring teaching of oral and written French to C.E. and P.S.S. level. Ability to coach major games an advantage but of secondary importance to teaching ability. Excellent salary (Burnham plus), London Fringe Allowance, government superannuation. Very attractive 17th century 3 bedroomed modernised cottage available for resident married person.
Apply in writing with c.v. and the names of two referees to the Headmaster. (57909) 203618

KENYA
BANDA SCHOOL
Nairobi
FRENCH HEAD OF DEPARTMENT
Required for September 1983 fully qualified French teacher to take over the department. The Banda is an I.A.P.S. day school with 450 boys and girls. The school offers its own scale of salaries plus air fares and rent allowance.
For further details write to the Headmaster, P.O. Box 24722, Nairobi, Kenya. (65960) 203618

Other Assistants

BERKSHIRE
ST. JOHN'S BEAUMONT
Old Windsor
(Roman Catholic I.A.P.S. boarding and day preparatory school for boys aged 7 to 13).
Required for September 1983, a qualified and experienced teacher of French to C.E. and P.S.S. level. Ability to teach another subject, help with sport and other activities of a boarding preparatory school would be a distinct advantage. Bachelor accommodation in the school, or a living-out allowance could be considered. Burnham Scale, Government Superannuation.
Applications with the names, addresses and telephone numbers of two referees to the Headmaster, St. John's Beaumont, Old Windsor, Berkshire SL4 2JN. (19710) 203624

EAST SUSSEX
GLENGORSE & HYDNEYE
Battle.
Teacher of French to CEE & PSS required in September 1983 at this small boxed IAPS boarding and day school. Single accommodation available for a person keen to promote extra-mural enthusiasm.
Please write to the Headmaster with c.v. and 2 referees. [illegible] 203424

LONDON
ST. PAUL'S GIRLS PREPARATORY SCHOOL
Required for September 1983, part-time qualified and experienced teacher to take French with 9 - 12 year olds. Good Accent essential. Emphasis on oral work. Capable of preparing older children for Common Entrance. Approximately 4 mornings per week.
Please apply with full details of qualifications and experience, and the names and telephone numbers of two referees to:- The Headmistress, Bute House, Luxemburg Gardens, London W6 7EA. (38161) 203624

WILTSHIRE
THE CATHEDRAL SCHOOL
Salisbury
Tel: 23652
Required from 1st September 1983, a qualified person to teach French. The successful applicant should be willing to take part in extra-curricular activities, especially games.
Applications with curriculum vitae and the addresses of two referees should be sent to the Headmaster. (65801) 203624

Music

Heads of Department

SHREWSBURY
PRESTFELDE
WOODARD SCHOOLS - MIDLAND DIVISION
A vacancy will exist from September for a Director of Music to take over a large and flourishing Music Department in a school of 250 boys. Nine assistant staff; 100+ boys learning instruments over the full orchestral range; Chapel choir; choral society; large music room and seven other practice/teaching rooms.
The Director is responsible for class teaching through the school, Chapel music and choir, organisation of music in the school, and some piano and organ teaching. Bachelor accommodation available; Prestfelde scale; DES superannuation.
Details from: The Headmaster, Prestfelde, Shrewsbury SY2 6NZ. (55283) 183824

Other Assistants

YORKSHIRE
Young and keen musician required in September on a permanent full-time basis to teach instrumental and choral music throughout the School. R.C. preferred since attendance with the Choir at Mass is desirable. Involvement in extra-curricular boarding school life e.g. games duties etc. is expected. Single or married accommodation available.
Applications with C.V. and two referees to the Headmaster, St. Martin's School, Nawton, York. Tel: Helmsley 0439 71215. (Refer 1983 P.S.Y.B. Page 629). (65068) 203824

Pastoral

Other Assistants

MIDDLESEX
BUXLOW PREPARATORY SCHOOL
5 Castleton Gardens, Wembley Park, Middx. HA9 7QJ
REQUIRED FOR SEPTEMBER 1983 experienced and enthusiastic FORM TEACHER for a class of seven to eight year old boys and girls in a happy academic environment. Mornings only, but very occasional afternoons.
Apply by letter to the Headmistress enclosing curriculum vitae and names and addresses of two referees. (65861) 204024

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)
Required in September 1983, for one year only, a qualified and experienced Form Teacher to take over a class of 8 -9 year old boys and in addition teach French to a class of 10 - 11 year olds. Some help with the supervision of games is also required. The School is a Trust, and Burnham Scale, London Allowance and Government Superannuation are paid. Please write to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey, enclosing Curriculum Vitae and the names and addresses of two referees. (65909) 204024

Physical Education

Other Assistants

DORSET
FORRES
Swanage, Dorset BH19 1PR
Enthusiastic young P.E. specialist with Geography to take charge of boys' P.E. and Games in September 1983. Team games expertise/involvement vital.
Apply with c.v., names and telephone numbers of 2 referees to the Headmaster. (65820) 204224

Science

Heads of Department

KENYA
BANDA SCHOOL
Nairobi
SCIENCE HEAD OF DEPARTMENT
Required for September 1983 fully qualified Science teacher to take over the department. The Banda is an I.A.P.S. day school with 450 boys and girls. The school offers its own scale of salaries plus air fares and rent allowance.
For further details write to the Headmaster, P.O. Box 24722, Nairobi, Kenya. (65961) 204418

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
I.A.P.S. 280 boys, 7 - 13
Required for September 1983, a qualified and experienced teacher as Head of Science. Excellent facilities and opportunities for academic and sporting activities. Accommodation available. Salary equal to Burnham Scale 3.
Please apply in writing with curriculum vitae, photograph and telephone numbers of two referees, to the Headmaster. (65850) 204818

Other Assistants

WEST SUSSEX
Required in April or September 1983 (Temporary appointment for summer term considered).
Science Teacher to P.S.S. standard.
Ability to coach boys' games an advantage.
Married or single accommodation available.
Apply: The Headmaster, Fonthill School, East Grinstead. (58068) 204824

Other than by Subject Classification

Heads of Department

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
NEWLAND HOUSE SCHOOL
Waldegrave Park, Twickenham
A co-educational, I.A.P.S. day school
requires for September a suitably qualified teacher (preferably graduate with experience) to take charge of boys' Games. Ability to teach Gymnastics, Cricket, Rugby and Soccer essential. Some classroom teaching will be necessary to Common Entrance, preferably Geography or Science.
Salary according to school scale (above Burnham) with London weighting and government superannuation. A substantial responsibility allowance is available for the right candidate.
Please apply in writing with curriculum vitae, two testimonials and the names, addresses and telephone numbers of two referees to the Headmaster. (58086) 205618

Other Assistants

BATH
BATH HIGH SCHOOL (G.P.D.S.T.)
Hope House, Lansdown, Bath.
Required in September 1983, an experienced teacher to be responsible for the running of the Junior School (140 girls aged 4 - 11), and to teach a form of junior aged children.
Applications with testimonials, in writing, to the Headmistress. (57688) 205618

BEDFORD
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX.
980 girls (7 - 18 yrs).
Required in September a well qualified teacher to take charge of a form of nine year olds in the Preparatory Department (320 girls aged 7 - 11 years). GRADUATE IN FRENCH or MAIN SUBJECT FRENCH required. The successful candidate will spend approx. two-thirds of time able on general subjects and teach own form group and teach FRENCH to other forms groups of nine and ten year olds. Salary Burnham Scale 1. Assistance with removal expenses. Other staff benefits.
Applications, including curriculum vitae, giving together with the names and addresses of two referees should be made to the Head Mistress as soon as possible. (19516) 205618

CAMBRIDGE
ST JOHN'S COLLEGE SCHOOL
Grange Road, Cambridge CB3 9AB
There will be a vacancy from September 1983 for a part-time Infant-trained Teacher to take charge of a class of mixed 4 - 5 year olds. The post will be 4/7ths time with Michaelmas Term and [illegible] time each Lent and Summer Term.
Burnham Scale 1. Superannuation.
Details of the school may be found on page 48 of PSYB (1983). The school offers small classes and excellent teaching conditions in an attractive part of high calibre for a teacher of commitment.
Apply with curriculum vitae, names of two referees and SAE to the Headmaster. (65663) [illegible]

PREP SCHOOLS
continued

KENT

UNDERHILL PREPARATORY SCHOOL
Chart Sutton, Nr. Maidstone, Kent ME17 3RE

Due to expansion, this I.A.P.S. co-educational day school requires in September 1983, a teacher of general subjects for a class of 8 year olds. The teacher would be expected to assist with boys games. An ability to play the piano would also be an advantage.

Apply with full C.V., plus the names of two persons to who reference may be made, to The Headmaster. (54853) 205624

KENT
DOVER COLLEGE JUNIOR SCHOOL
(I.A.P.S. Co-ed Ages 5 - 14)
Required for September:
1. Head of Maths (Scale 3)
2. English Specialist
3. Remedial Specialist.
Applications with C.V. to Headmaster, 60 Shorncliffe Rd., Folkestone CT20 2NQ. (54693) 205624

KENT
FRIARS SCHOOL
Great Chart, Ashford Kent
(I.A.P.S. Day and Boarding. 140 boys).
Required for September, qualified teacher of LATIN and RELIGIOUS EDUCATION to middle and senior school up to C.E. and Public School scholarship standard. Burnham. Government superannuation. Accommodation available for single person. Games and extra curricular activities desirable.
Application, naming two referees, to the Headmaster. (65913) 205624

KENYA
BANDA SCHOOL
Nairobi
Required for September 1983 fully qualified teacher Geography, Maths, Latin, History, and English. The Banda is an I.A.P.S. day school with 450 boys and girls. The school offers its own scale of salaries plus air fares and rent allowance.
For further details write to the Headmaster, P.O. Box 24722, Nairobi, Kenya. (65962) 205624

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
Pre-Preparatory Department (4 - 7 years)
Required in September 1983, a qualified teacher for a class of four year olds. Burnham Scale.
Please apply in writing with curriculum vitae, photograph and telephone numbers of two referees, to the Headmaster. (65851) 205624

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
NEWLAND HOUSE SCHOOL
Waldegrave Park,
Twickenham
A co-educational I.A.P.S. day school
requires for September a qualified teacher, preferably with some experience, for a class of five year olds. Ability to play the piano desirable.
Salary according to school scale (above Burnham) with London weighting and government superannuation.
Please apply in writing with curriculum vitae, two testimonials, and the names, addresses and telephone numbers of two referees, to the Headmaster. (58084) 205624

STAFFORDSHIRE
DENSTONE COLLEGE PREPARATORY SCHOOL
Smallwood Manor,
Uttoxeter, Staffs
Tel: Uttoxeter 2083
Required for September 1983, a First Form teacher to teach 7 - 8 year olds, with the possibility of some teaching of more senior forms. A candidate who is prepared to be fully involved in the life of this mainly boarding-school is looked for. Excellent single accommodation is available (in the school).
Applications with C.V. and names and telephone numbers of two referees to the Headmaster. (57642) 205624

SURREY
DUKE OF KENT SCHOOL
I.A.P.S. Co-educational boarding school of 170
Required for September 1983, a lively and imaginative Junior Form Teacher to take charge of the reception form of 20 boys and girls aged 7 and 8. A willingness to take a full part in the life of the school is essential. Ability to run a Cub Pack and/or coach games is an added recommendation.
Salary: Burnham Scale 1 (Scale 2 available for suitably qualified and experienced teacher) plus Outer London weighting. Government superannuation.
Accommodation provided.
Further details are available on request.
Applications, including a full curriculum vitae, together with the names, addresses and telephone numbers of two referees to The Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS.
Closing date for applications 7th April 1983. [illegible] 205624

SURREY
Starting September, 1983, a new Pre-Preparatory Department (mornings only) at Thornhill, St. Michael's School, Limpsfield.
Wanted experienced, qualified teacher for children aged 3 - 4 years. It could be combined with House Mistress post.
Apply to the Headmistress with c.v. and two references. (65794) 205624

SURREY
Required for September 1983, A qualified, experienced junior school teacher.
Apply in writing to the Headmistress, Bothen School, 3 Harestone Hill, Caterham, Surrey with curriculum vitae and names and addresses of two referees. (57900) 205624

WORCESTER
ST. ALBAN'S - THE KING'S JUNIOR SCHOOL
Worcester

Required for September, an experienced and enthusiastic form teacher, for General Subjects to a form of 8 - 9 year old boys, in this developing Junior School.

Accommodation may be available in return for boarding duties.

Burnham Scale.

Applications with C.V. and the names and addresses of two referees to The Master in Charge, St. Alban's, Mill Street, Worcester by April 8th. (54852) 205624

WORCESTERSHIRE
WINTERFOLD HOUSE
Chaddesley Corbett,
Worcestershire DY10 4PL
IAPS R.C. Boarding and Day School 140 Boys
Requires for September 1983 keen young teacher of general subjects in middle and junior forms. Great scope for applicant with wide sporting and creative interests. Resident post - bachelor accommodation in charming Tudor Cottage.
Apply in writing to The Headmaster, Winterfold House, enclosing C.V. and names of two referees. (54336) 205624

Colleges of Further Education

Directors and Principals

DERBYSHIRE
COUNTY COUNCIL
SOUTH EAST DERBYSHIRE COLLEGE
PRINCIPAL

Applications are invited for the post of PRINCIPAL of this expanding tertiary college from 1 September 1983.

The salary point is currently £19,386 within the Group 5 range of the Burnham Report (Further Education).

Application forms and further particulars may be obtained from the Director of Education, County Offices, Matlock DE4 3AG to whom completed forms should be submitted by 6 April 1983.

Derbyshire County Council is an Equal Opportunity Employer. (57619) 220016

STATES OF GUERNSEY
EDUCATION COUNCIL
COLLEGE OF FURTHER EDUCATION
VICE-PRINCIPAL - (GROUP 5)

Applications are invited for the above post, duties to commence 1st September, 1983.

This is a new post made necessary because of the rapid development and expansion of the College.

Applicants must have had substantial experience at senior level in a further educational establishment involving departmental responsibility.

In addition to assisting the Principal in the administration of the College, the successful candidate will also assist in the administration of the States Registered Apprenticeship Scheme.

Salary in accordance with Burnham Scales in establishments of further education.

Application forms, together with further details of the post, may be obtained on receipt of a self-addressed UNSTAMPED envelope, from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom the completed forms should be returned no later than Monday, 11th April, 1983. (55427) 220016

WOLVERHAMPTON
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
WULFRUN COLLEGE OF FURTHER EDUCATION
APPOINTMENT OF VICE-PRINCIPAL
(Group 6: £16,719 - £17,619)

Applications are invited for the post of Vice-Principal of this Group 6 College. The post will become vacant from 1st September 1983 as a result of the retirement of the present holder of the post. The College has four academic departments:

Applied Science, Management and Business Studies, Engineering, General Studies.

Further particulars and forms of application obtainable by sending a stamped and addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU, to whom completed applications must be returned no later than Friday, 8 April 1983.

Wolverhampton is an Equal Opportunity Employer and vacancies are open to both sexes, all races and registered disabled people. (54484) 220016

Heads of Department

BRENT
(LONDON BOROUGH OF BRENT)
KILBURN POLYTECHNIC
Priory Park Road, NW6 7YB
DEPARTMENT OF ENGINEERING AND SCIENCE
HEAD OF DEPARTMENT (GRADE III)
(Post No 83/4)
This vacancy arises from the retirement 30th April 1983 of the present post holder. Applications are invited from suitably qualified and experienced candidates for this post which is located on the Colindale site of The College.
Salary: £12,477 - £13,932 plus London Allowance of £939.
Brent is an equal opportunity employer. Applications are welcomed from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation, and from registered disabled persons.
Brent is fundamentally committed to Multi-Cultural Education.
Full details and application forms, returnable within 14 days of this advertisement may be obtained from the Principal on receipt of a S.A.E. (55482) 220018

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ
Required from 1st September 1983:
Principal Lecturer required as Deputy Head of the Science Department to assist the Departmental Head in the management of the Department and to give teaching leadership in appropriate subjects.
Salary Scale:- £11,931 - £15,018 + £615 London Weighting.
For full particulars and an application form please apply in writing to the Principal quoting Post No. T/82/41 and enclosing a large stamped addressed envelope. Completed forms should be returned not later than Wednesday, 30th March, 1983. (57885) 220018

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND ADULT COLLEGE
HEAD OF DEPARTMENT (GRADE II)
DEPARTMENT OF GENERAL AND LIBERAL STUDIES

See our advertisement under "Adult Education". (65921) 220018

STAFFORDSHIRE
EDUCATION COMMITTEE
LEEK COLLEGE OF FURTHER EDUCATION & SCHOOL OF ART
HEAD OF DEPARTMENT GRADE II OF BUSINESS STUDIES
£11,406 to £12,864 per annum
Required for 1st September, 1983.
The further details and application form are obtainable from the Principal, Leek College of Further Education and School of Art, Stockwell Street, Leek, Staffs. ST13 6DP. Tel: (0538) 382506.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union" (19663). 220018

London Borough of
RICHMOND UPON THAMES
EDUCATION COMMITTEE
RICHMOND UPON THAMES COLLEGE

Applications are invited for the following appointments in London's first tertiary institution:

1. Head of English and Communication Team

Through the promotion of the Head of the English and Communication Team to be a Head of Department in an ILEA College of Further Education, this interesting post is currently available. The successful applicant will lead a team of eighteen full-time members of staff and be responsible to the Dean of General Studies for the teaching of GCE 'O' and 'A' level English Language and Literature and Communications for Vocational Courses such as BEC, TEC and CGLI.

The existing high curricular standards of the Team need to be maintained and developed, so that it is hoped the new appointee will combine literary scholarship with an understanding of the communication requirements of vocational students. In 1982 more than one hundred students sat for GCE 'A' level English.

Salary Scale (Principal Lecturer): £11,931–£13,290 plus £615 Outer London Weighting Allowance per annum.

Application forms to be returned by 31st March, 1983.

This is a re-advertisement. Previous application will be reconsidered automatically.

2. Careers Lecturer

This interesting appointment is available through the promotion of the present holder to the senior management of the College. The successful candidate will be responsible to the Assistant Principal (Students) for planning and implementing a careers service which will include liaison with 11–16 schools, careers education as part of the pastoral curriculum for existing students, and their placement into suitable further or higher education courses or into work. The Careers Lecturer will be assisted by professional support staff from the Borough Careers Service.

Salary Scale (Senior Lecturer): £10,173–£11,964 plus £615 Outer London Weighting Allowance per annum.

Application forms to be returned by 31st March, 1983.

3. Senior Lecturer for MSC Programmes

This is a newly created post for the development and oversight of Youth Training Scheme courses, which will cover a wide range of educational disciplines catering mainly but not exclusively for the young unemployed. The new appointee will also be expected to train and guide staff for this growing provision.

The successful applicant should, therefore, have first hand experience of YOP/UVP, together with a commitment to and some experience of curriculum and method innovation. He/she will also have proven academic and administrative skills, and the ability to work effectively with staff at all levels.

Salary Scale (Senior Lecturer): £10,173 to £11,964 plus £615 Outer London Weighting Allowance per annum.

Application forms to be returned by 11th April, 1983.

Further particulars and application forms may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ (Tel. 01-892 6656, Ext. 47).

HEREFORD AND WORCESTER COUNTY COUNCIL
Herefordshire Technical College

APPOINTMENT OF PRINCIPAL

Applications are invited for the above post to succeed Mr. A. T. Bardo who is retiring at the end of the Summer Term 1983.

The College is in Group 6, (salary range £19,914–£20,874), and caters for a very wide range of Building, Catering, Commercial, Engineering and Science Courses at a variety of levels.

Further information and application forms can be obtained from the Clerk to the Governors, Herefordshire Technical College, Folly Lane, Hereford, to whom completed forms should be returned not later than 2 weeks after the appearance of this advertisement.

ilea Inner London Education Authority

PRINCIPAL
BRIXTON COLLEGE

Applications are invited for the post of Principal of Brixton College in succession to Mr J. B. Sturgeon who is to retire shortly.
The successful candidate will be appointed from 1 September 1983 or as soon after as can be arranged.
The College is situated at Brixton Hill, SW2 and Ferndale Road, SW4 and other annexes. The College is organised into three departments:
General Education
Telecommunication & Electrical Installation Engineering
Business Studies
Applicants should be well qualified academically, possess a sound knowledge of further and higher education together with teaching and administrative experience at a senior level and relevant experience in industry or commerce.
Under the provisions of the Burnham (Further Education) Report the College is in Group 5 and the salary for the Principal is £19,611 plus £939 London Allwance.
Further information and application forms (to be returned by Monday, 11 April 1983) may be obtained from the Education Officer (EO/FHE4), Room 257a, The County Hall, London SE1 7PB.
ILEA is an equal opportunities employer

EDUCATION
HEADSHIPS
DUNSTABLE COLLEGE

Applications are invited from suitably qualified candidates with substantial experience in further education and wide management experience at a senior level.

The College is organised in four Departments, Business and General Studies (Grade V), Engineering and Science (Grade IV), Community and Family Studies (Grade III) and Printing and Graphic Arts (Grade III).

Salary: £18,657–£19,611, Group V.

The successful applicant will be required to take up duty from 1 September, 1983.

Application forms and further particulars obtainable from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford MK42 9AP (ref FECI). Telephone Bedford 63222 ext 348. Completed forms to be returned by 5 April, 1983.

The Council is an Equal Opportunity Employer.

Bedfordshire

CLWYD AND GWYNEDD EDUCATION AUTHORITIES
COLWYN BAY
LLANDRILLO TECHNICAL COLLEGE

Required for September 1983:

HEAD OF DEPARTMENT OF HOTELKEEPING & CATERING
(Grade IV)

Application forms from
Senior Administrative Officer
Llandrillo Technical College
Llandudno Road
Rhos-on-Sea, Colwyn Bay
Tel: Colwyn Bay 46666
Closing date 8th April, 1983

CLEVELAND EDUCATION COMMITTEE
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: C. C. Doram, BSc, M.InstMC, CertEd

HEAD OF DEPARTMENT

MATHEMATICS, COMPUTING AND INFORMATION TECHNOLOGY

Applications are invited for the post of HEAD OF DEPARTMENT OF MATHEMATICS, COMPUTING AND INFORMATION TECHNOLOGY, duties to commence on 1st September, 1983.

Grade II: Salary – £11,406 to £12,864.

Further particulars and application forms are available from The Principal, Hartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland TS25 7NT, to whom completed forms should be returned by not later than Friday, 8th April, 1983.

Newark Technical College

Head of Department of Engineering and Science

Grade III £12,477–£13,932
(pay award pending)

Applications are invited from suitably qualified persons for the Headship of this department, tenable from 1st September, 1983.

The department provides a wide range of full-time and part-time courses and applicants should have appropriate teaching, organisational and administrative experience and a sound knowledge of Further Education.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Director of Education, Further Education Section (Ref. F12), County Hall, West Bridgford, Nottingham, NG2 7QP, Telephone: Nottingham (0602) 823823, extension 3208 or 3422. Closing date: 1st April, 1983.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

EDUCATION DEPARTMENT

North West Kent College of Technology

Department of Electrical & Electronic Engineering

Applications are invited for the post of

LECTURER Grade 2

In Electronic Engineering

The person appointed will have the recent industrial experience as well as academic qualifications required to develop new, and supervise existing micro-electronics courses in this expanding department. Particular experience with microcomputers, robotics or other modern industrial applications would be an advantage.

Department of General Vocational Education

A vacancy exists for a

LECTURER Grade 2

In Computer Studies

The person appointed will have recent industrial or commercial experience as well as appropriate academic qualifications. A range of courses including TEC/BEC National Diploma in Computer Studies will be of concern. An interest and ability for developing Computer Assisted Learning Systems would be an advantage.

Further information and application forms for both appointments can be obtained from the Principal, North West Kent College of Technology, Miskin Road, Dartford, Kent DA1 2LU, Tel: Dartford 25471.

KENT COUNTY COUNCIL

COLLEGES OF FURTHER EDUCATION

continued

SUTTON

LONDON BOROUGH OF SUTTON
Education Department
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey SM5 2ET
Tel: 01-647 0021/7
HEAD OF DEPARTMENT OF BUSINESS STUDIES, CATERING AND HAIRDRESSING - GRADE VI, required for 1st September 1983.
Applicants must have had administrative experience at Head of Department level.
Salary: £15,867 - £17,490 plus London Allowance £615.
Application forms and further particulars from the Principal of the College to whom completed forms should be returned within 14 days of the appearance of this advertisement. (57755) 220018

WALSALL

WALSALL COLLEGE OF TECHNOLOGY
St. Paul's Street, Walsall WS1 1XN
Applications are invited for the following full-time posts:
Head of Dept. of Child Study and Community Services.
Lecturers Grade I/II in:
Electronic Engineering
Food Service/Technology
Computer Studies/Data Processing
Business Communications and Law
Secretarial Skills (Bilingual)
Application forms and further particulars (S.A.E.) available from the Principal. (95325) 220018

Other Appointments

AVON COUNTY

FILTON TECHNICAL COLLEGE
Filton, Bristol BS12 7AT

Department of Social Studies

Required for 1st September, 1983:

(1) LECTURER GRADE I IN GENERAL EDUCATION to teach Communication, Numeracy, Social and Life Skills mainly to full-time students in 16 - 19 year old age group following pre-professional and vocational courses.

(2) LECTURER GRADE I IN HOME ECONOMICS (2 posts) to teach a range of courses including GCE 'O' and 'A' level; Pre-Nursing; Family and Community Care.

Details (send s.a.e.) from Principal. (19588) 220026

AVON

COUNTY OF AVON EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal F. J. Hawley, MSc
DEPARTMENT OF SCIENCE AND MATHEMATICS
LECTURER GRADE I IN COMPUTER SCIENCE
Applications invited for the above post, duties to commence by arrangement.
The successful candidate will join the Computer Studies Unit in the Department of Science & Mathematics. The work of the unit covers a range of courses including GCE 'O' & 'A' level, TEC Certificate, specialist short courses, YTS and service work to other college departments.
Experience of commercial applications of computers or of computer assisted design would be advantageous, but not essential.
Further details and application forms (to be returned by 31 March 1983) from Personnel Office, Brunel Technical College, Ashley Down, Bristol, BS7 9BU, quoting Reference 83/14. (65792) 220026

BARNET

LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES
Post No. 83/27 SENIOR LECTURER GENERAL STUDIES
SENIOR LECTURER - to be Deputy Head of Department with special responsibility for division of GCE (Social Science and Humanities) and Professional Studies.
The closing date for the above post will be Thursday 31st March 1983.
Application forms and further particulars may be obtained by sending a large, stamped, self-addressed envelope, to the Principal, Hendon College of Further Education, The Burroughs, Hendon NW4 4BT. (57697) 220026

BEDFORD

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF BUILDING
Applications are invited from suitably qualified people for the following post:
LECTURER GRADE I IN BRICKWORK
To teach Brickwork and associated Trowel Trade subjects up to the standard of the City and Guilds of London Institute's Advanced Craft Certificate.
Further particulars and application form, returnable within two weeks from the date of this advertisement, may be obtained from the Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK42 9AH. (0234 45151). (58076) 220026

BEDFORD

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF SCIENCE AND MATHEMATICS
LECTURER II IN COMPUTER STUDIES
Applicants should be well qualified in Computer Science with relevant industrial/commercial and teaching experience. Specialist knowledge of the use of COBOL and systems analysis is required.
Further details and application forms to be returned not later than 8th April 1983, available from The Director, Bedford College of Further Education, Cauldwell Street, Bedford MK42 9AH (0234 45151). (57701) 220026

BERKSHIRE

EDUCATION COMMITTEE
BRACKNELL COLLEGE
REQUIRED 1 SEPTEMBER 1983

DEPARTMENT OF BUSINESS, CATERING & GENERAL STUDIES

SENIOR LECTURER in BUSINESS STUDIES: graduate and/or professionally qualified, to promote, teach and administer these subjects throughout the Department. Experience of BEC National and General courses essential.

Salary in accordance with the Burnham Further Education Scale plus London Fringe Allowance.

Assistance with housing and removal assistance may be given.

Further particulars and application forms, which should be returned within 14 days of the appearance of this advertisement from the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Tel: 0344 20411. (65772) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

LECTURER I IN PHYSICAL EDUCATION

Applications are invited for the above post commencing on the 1st September 1983.

Applicants should be qualified teachers with specialist qualifications in Physical Education. Teaching experience in games coaching and recreational activities essential.

Salary Scale: £5,355 - £9,267 + £231 p.a. London Fringe Allowance (under review).

Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed foolscap envelope.

Closing date: 8th April, 1983. (54495) 220026

BIRMINGHAM

EDUCATION DEPARTMENT

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION

Lichfield Road, Sutton Coldfield, West Midlands B74 2NW

Tel: 021-355 5671

ENGINEERING AND SCIENCE DEPARTMENT
SENIOR LECTURER IN MATHEMATICS/SCIENCES

Applications are invited for the post of Senior Lecturer to take charge of the Mathematics/Sciences section of the department.
The section is responsible for the teaching of Mathematics, Computing, Chemistry, Physics, Biology, Electronics and Psychology and candidates should be suitably qualified and experienced in this subject area.

Appointment available from 11th April 1983. Salary Scale: £10,173 - £11,964.

Further particulars and application forms from the Principal. (57595) 220026

BIRMINGHAM

EDUCATION DEPARTMENT

HANDSWORTH TECHNICAL COLLEGE
The Council House, Soho Road, Handsworth, Birmingham B21 9DP.

Tel: 021-551 6031

DEPARTMENT OF BUSINESS STUDIES AND CLOTHING TRADES

LECTURER I - NEW OFFICE TECHNOLOGY

Required as soon as possible Lecturer Grade I to teach a range of subjects within the field of New Office Technology.

Salary: £5,355 - £9,267.

Further particulars and application form from the Principal. (57596) 220026

NORTH YORKSHIRE COUNTY COUNCIL

Scarborough Technical College

DEPARTMENT OF ARTS AND ADULT STUDIES

LECTURER GRADE II GRAPHIC DESIGN

To act as Course Director for Graphic Design DATEC Diploma and Certificate courses. Candidates should be qualified Graphic Designers with relevant teaching, organisational and industrial experience.

Salary: Burnham LII £6,855–£11,022

Further details and application form available from: The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough, YO12 5RN. Tel: (0723) 72105 and should be returned by 11th April, 1983.

SOUTH GLAMORGAN COUNTY COUNCIL
BARRY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF COMMERCE AND LIBERAL STUDIES

LECTURER GRADE I IN GENERAL AND COMMUNICATION STUDIES

Required for the 1st September, 1983. Applications are invited from suitably qualified graduates preferably with appropriate teaching experience. Applicants would be required to teach both full-time and part-time students, and possibly through an extended college year. An ability to teach the B.E.C. modules in Public Administration and Government would be of advantage.

The salary scale (under review) is at present £5,355 to £9,267.

Further details and application forms can be received from The Principal, Barry College of Further Education, Colcot Road, Barry, CF6 8YJ, telephone 733251, on receipt of an s.a.e., to whom application forms should be returned within 14 days of this advertisement. (Post Ref. BFE 83/1).

Bexley London Borough

ERITH COLLEGE OF TECHNOLOGY

Belvedere, Kent, DA17 6JA
Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.

Applications are invited for the following post, to take effect as soon as possible:

LECTURER GRADE I IN CHILD DEVELOPMENT

Required to teach Child Development as a main subject to students on a variety of courses within the Department of Social Care & Creative Studies. Ability to offer one or more of the following subjects would be an advantage:

Communications; English; Social Studies; Elementary Psychology.

Some visiting of students on placements may be required. A teaching qualification and experience in the Nursery/Infant field is essential. (Ref. S.C.3)

BURNHAM SALARY SCALE including London Allowance:
LECTURER GRADE I: £5,970 – £9,882
(According to qualifications and experience)

Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent. (ERITH 42311) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

HAMPSHIRE
EASTLEIGH COLLEGE OF FURTHER EDUCATION
Chestnut Avenue, Eastleigh, SO5 5HT

Applications are invited for the following posts:-

1. **PRINCIPAL LECTURER In ENGINEERING** to act as Deputy Head of the Engineering and Construction Department.
2. **LECTURER II In COMPUTER STUDIES**
3. **LECTURER II In MANAGEMENT STUDIES**
4. **LECTURER I In ACCOUNTING AND FINANCIAL CONTROL**
5. **LECTURER I In SECRETARIAL STUDIES**
6. **LECTURER I In ELECTRONICS and COMPUTING TECHNOLOGY**

Salaries:
Principal Lecturer: £11,931 – £15,018 p.a.
Lecturer II: £6,855 – £11,022 p.a.
Lecturer I: £5,355 – £9,267 p.a.

Application forms and further particulars available from the College. (Tel: 0703/614444).
AR/JML/10.3.83.

GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY

INFORMATION TECHNOLOGY PROGRAMME

The College, with bases in Cheltenham and Gloucester – is contributing to the rapid expansion nationally of advanced courses in Information Technology, an area in which provision for full time and part time students is already extensive.

The following new posts will be offered to suitably qualified and experienced candidates:

1 PRINCIPAL LECTURESHIP (Computing Studies)
7 SENIOR OR GRADE II LECTURERSHIPS (Computing Studies)
1 SENIOR OR GRADE II LECTURESHIPS (Statistics and Operational Research)
1 GRADE 1 LECTURESHIP (Computing Studies)
1 GRADE II LECTURESHIP (Associated Management Studies)

Application forms and further details are obtainable from Administrative Officer (Staffing) GlosCAT, Oxstalls Lane, Gloucester. Telephone 0452–26321. Informal enquiries may be made to Mr. P. Davey, Mathematics & Computer Studies at Park Campus, Cheltenham (0242–28021).

College of Further Education Plymouth
Department of Electrical Engineering Grade VI

Required from 1st September, 1983.

Principal Lecturer

(Deputy Head of Department)

Applicants should ideally be graduates with experience of the operation of a College Department. Good teaching experience and a background in electronics and modern technology would be an advantage.

The successful candidate will assist the Head of Department with administration, planning and development of academic work and assessment techniques.

Salary: £11,931 to £13,290 (bar point) to £15,018.

Application forms and further particulars (SAE please): The Registrar, College of Further Education, Kings Road, Devonport, Plymouth, PL1 5QG.
Tel: (0752) 264707.

BRAINTREE COLLEGE OF FURTHER EDUCATION

TWO NEW SENIOR LECTURERS

required, if possible, from 1st May, 1983.

Department of Adult & General Education

The person appointed will have a major role in curriculum development within General and Communication Studies and will have a leadership function in these and allied areas of work within this newly formed Department.

Applicants should be graduates with recent teaching and organising experience in General Studies. A professional teaching qualification is required.

Department of Business & Catering Studies

The person appointed will be the leader and co-ordinator of Business and Professional Studies and Secretarial Studies in this newly re-structured Department.

Candidates should have appropriate professional qualifications, be teacher trained and have recent Further Education teaching experience.

Salary scale for both posts: £10,173–£11,964 (Bar)

Further details and application forms (s.a.e. please) from: The Principal, Braintree College of Further Education, Church Lane, Braintree, Essex CM7 5SN.

Closing date: 31st March, 1983

ESSEX County Council

COLLEGES OF FURTHER EDUCATION

continued

BIRMINGHAM

EDUCATION DEPARTMENT

MATTHEW BOULTON TECHNICAL COLLEGE
Sherlock Street, Birmingham B5 7DB

Tel: 021-440 2681

DEPARTMENT OF ELECTRICAL ENGINEERING

LECTURER GRADE I in ELECTRONICS required to teach electronics and related subjects to students following TEC Ordinary and Higher Certificate programmes and COLI Craft courses. Applicants must possess appropriate qualifications and have experience of industrial or domestic electronic systems. An interest in microprocessor applications would be a considerable advantage.

Salary: £5,358 to £9,267 (placement according to approved qualifications and experience).

Application forms and further particulars from the Principal. (57597) 220026

BUCKINGHAMSHIRE

AYLESBURY COLLEGE
Oxford Road, Aylesbury HP21 8PD

Applications are invited from men and women for the following post in the Department of Business and Management Studies.

LECTURER I IN BUSINESS STUDIES to help organise and teach TRAVEL AND TOURISM STUDIES and at least one other business-orientated subject. Business English, Data and/or Accounts processing by Computer, French, Hotel Accounts, Hotel Reception and Front Office Operations are subjects which would be especially welcome, but other subjects would be considered: please specify. Applicants should have appropriate qualifications and the experience of substantial full-time employment in the travel industry.

To commence on 1 September 1983.

Salary: £5,355 - £9,267 (starting point depends on qualifications and experience).

Assistance with removals and other expenses will be provided in approved cases.

Application Forms and further particulars for the above post may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom completed forms should be returned within 14 days of the appearance of this advertisement. (57776) 220026

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN
DEPARTMENT OF TECHNICAL AND SCIENTIFIC STUDIES
LECTURER I in COMPUTING
Required September 1983 to teach mainly full-time students on BEC/TEC National Diploma in Computer Studies and G.C.E. 'A' level courses.
Experience in Small Business Systems would be an advantage.
Salary: £5,355 - £9,267 pa + Outer London Fringe Allowance (£231 pa).
Application forms and further particulars are available from, on receipt of a SAE, Head of Department, Amersham College of Further Education, Art and Design, Stanley Hill, Amersham, Bucks. To be returned by 8th April 1983. (57774) 220026

CALDERDALE

METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ

Tel: Halifax 58221

DEPARTMENT OF MATHEMATICS AND SCIENCE

Applications are invited for the following posts. Duties to commence as soon as possible:

LECTURER I to teach COMPUTING AND DATA PROCESSING. Applicants should have appropriate qualifications and preferably industrial or commercial experience in computing, with some teaching experience.

The successful applicant will be involved with teaching computing subjects to some of the following: BEC/TEC Computer Studies, NCC Threshold Scheme, BEC Business Studies Data Processing Options, GCE 'O' and 'A' level, CSE computing, Foundation and NTI and other courses throughout the College.

Application forms and further details are available (on receipt of foolscap SAE) from the Principal, to whom completed forms should be returned by 31st March 1983.

Applicants who have not received a communication from the College by 22nd April 1983 can assume that the vacancy has been filled. (58035) 220026

CAMBRIDGE

COLLEGE OF FURTHER EDUCATION

LECTURER I IN TRAVEL & TOURISM

Department of Business Studies.

Applications for the above post are invited from suitably qualified candidates. The successful applicant will be expected to lead and develop the Department's work in Travel and Tourism to BEC Courses at General and National level, in an expanding department. Ability to teach other Business Studies subjects would be an advantage.

Salary Scale: £5355 - £9627.

Further details and application forms can be obtained by sending a foolscap SAE to the Principal, Cambridge College of Further Education, Newmarket Road, Cambridge, CB5 8EG. Closing date for return of application forms - 8th April 1983. (65764) 220026

CANTERBURY

CANTERBURY COLLEGE OF TECHNOLOGY
LECTURER I IN MINING/MECHANICAL ENGINEERING
Applications are invited from candidates with a Higher Technician Certificate in Mechanical Engineering or equivalent qualification, together with appropriate experience in the Mining Industry.
Starting date: 11th April 1983 or as soon as possible thereafter.
Salary in accordance with the Burnham Scale for Establishments of Further Education, namely:
£5,355 to £9267 p.a., depending upon experience and qualifications.
Further particulars and application form may be obtained from The Principal, Canterbury College of Technology, New Dover Rd., Canterbury CT1 3AJ. Tel: Canterbury 66081. (19687) 220026

CHESHIRE

EDUCATION COMMITTEE

MACCLESFIELD COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF TECHNOLOGY AND SCIENCE

SENIOR LECTURER IN COMPUTER STUDIES

Required for 1 September 1983.

Graduate to lead and develop the Computer Studies Section in the department and to co-ordinate the computing facilities across the college. Ability to teach BEC/TEC Modules: Small Business Systems Concepts and Practice and Information in Organisations essential. Ability to contribute to the related microelectronics provision an additional advantage.

Application forms and further details (SAE please) from: The Principal, Macclesfield College of Further Education, Park Lane, MACCLESFIELD, Cheshire SK11 8LF. Closing date for completed applications 8 April 1983. (54475) 220026

CORNWALL

EDUCATION COMMITTEE
MID-CORNWALL COLLEGE OF FURTHER EDUCATION
Palace Road, St Austell, Cornwall PL25 4BW
Principal: D. M. Burton M.Com, A.C.I.S. Cert. Ed. M.B.I.M.
POSTS TO BE FILLED AS SOON AS POSSIBLE
LECTURER I IN TRAVEL AND TOURISM
Applicants must be suitably qualified to teach Travel and Tourism subjects.
LECTURER I IN SOCIAL SCIENCES
To take responsibility for the teaching and development of Psychology GCE 'O' and 'A' Level courses, to teach 'O' and 'A' Level Sociology and also to contribute to the General and Communication Studies Programmes. Applicants should possess a relevant degree and teaching qualification.
LECTURER I IN COMMUNICATIONS/ENGLISH
To teach English and Communications to Business students on BEC, RSA and similar courses. Applicants should be suitably qualified and preferably have some business and/or industrial experience.
POSTS AVAILABLE FROM SEPTEMBER 1983
LECTURER I IN HAIRDRESSING
Applicants should hold the City and Guilds Advanced Certificate in Hairdressing and have commercial experience at management level.
LECTURER I IN NEEDLEWORK AND DRESSMAKING
Applicants should hold a teaching certificate with specialisation in Needlework and/or a City and Guilds Advanced Dressmaking Certificate.
Salary Scale for Lecturer I - £5,355 - £9,267.
Application forms and further details obtainable from the Principal, on receipt of stamped addressed envelope. Completed application forms to be returned to The Principal as soon as possible. (57798) 220026

COVENTRY

CITY OF COVENTRY

TILE HILL COLLEGE OF FURTHER EDUCATION

LECTURER I IN ART AND CRAFT

Required for 1st September 1983 to develop and co-ordinate the provision of art and craft within the college.

Salary £5,355 - £9,267 (under review).

Further particulars and application forms from the Principal, Tile Hill College of F.E., Tile Hill Lane, Coventry CV4 9SU. Tel: Coventry 461444, Ext. 244, to whom they should be returned by Monday 11th April 1983.

An Equal Opportunity Employer. (57799) 220026

CUMBRIA COUNTY COUNCIL

CUMBRIA COLLEGE OF ART & DESIGN

Applications are invited for the posts of:

LECTURER II
£6,855–£11,022

In Graphic Design

DATEC HIGHER DIPLOMA IN GRAPHIC DESIGN

Applications are invited for this new post from Graphic Designers of proven ability and suitable industrial experience. Teaching experience is desirable but not essential. Person appointed will be the 2nd year tutor and responsibe for the teaching, development and organisation of the final year programme.

LECTURERS I
£5,355–£9,267

In Graphic Design

DATEC HIGHER DIPLOMA IN GRAPHIC DESIGN

Applications are invited for this new post from Graphic Designers of proven ability and suitable industrial experience. Teaching experience is desirable but not essential. Person appointed will be a joint 1st year tutor responsible for the teaching and organisation of the 1st year programme.

In Ceramic/3D Design

DATEC DIPLOMA IN GENERAL VOCATIONAL DESIGN

For September 1983, or as soon as possible. It is expected that applicants for this post will be experienced 3D designers in Ceramics or related areas, an ability to contribute to other areas would be an advantage but not essential. Considerable importance is attached to drawing board skills and expertise in this area would be considered an important facet of an applicant's ability. There will be an opportunity for suitable candidates to contribute to the DATEC Higher Diploma Design Crafts, Ceramics option.

In Knitwear Design/Fashion

DATEC HIGHER DIPLOMA DESIGN CRAFTS

Suitably qualified graduate required preferably with some teaching and/or craft experience, essentially a creative yet practical knitwear designer/practitioner with a full knowledge of knitting techniques, (both hand and machine), pattern cutting and drafting, blocking and making up. An ability to teach fashion drawing and design would be an advantage.

In Fabric Printing/Embroidery

FOUNDATION STUDIES COURSE

Suitably qualified graduate, preferably with some teaching and/or craft experience. It is essential that the person appointed is a good draughtsperson, with full knowledge of fabric printing techniques. An ability to offer embroidery as an additional subject would be an advantage.

In Complementary Studies

To join staff teaching General Studies and Communication skills to a range of full-time courses including DATEC Diploma, Higher Diploma and Foundation Studies. Students receive tuition in Complementary subjects and also in specialist areas, including audio-visual studies, computer studies and history of design etc.

Applicants should be graduates with teaching experience and should state particular areas of interest which they feel might be relevant.

Application forms and further particulars from The Registrar, Cumbria College of Art and Design, Brampton Road, Carlisle, Cumbria CA3 9AY. Tel: 25333, to be returned by Friday 8th April 1983.

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ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award and subject to formal approval: LECTURER GRADE I on an incremental scale within the range of £5,355–£9,267 starting point depending on qualifications, training and experience. LECTURER GRADE II £6,855–£11,022. For all posts there is an Inner London Allowance of £939. ILEA is an equal opportunities employer.

HACKNEY COLLEGE, STOKE NEWINGTON CENTRE
Ayrsome Road N16
Tel: 01-249 7221 Ex. 41
Department of Business Studies

1) Required as soon as possible Lecturer I in Office and Commercial Skills (2 posts) to teach from the range: (a) Typewriting, Office Practice/Machinery, Word/Information Processing, Commerce and Speedwriting. (b) Business Data Processing, Business Calculations, Book keeping and Accounts, and World of Work.

2) Required as soon as possible Lecturer II in Business Studies to teach from the range: Typewriting/Word Processing, Office Practice/Office Machinery, Shorthand, Accounts, Business Data Processing and Careers. Further details and applications form from the Centre Manager at above address returnable by 15 April 1983.

ISLINGTON SIXTH FORM CENTRE

CO-ORDINATOR OF MATHEMATICS

See the full details in the ILEA Schools block advertisement.

PADDINGTON COLLEGE
Beethoven Street, W10 4LP
Department of Communication and Life Skills

LECTURER II in Careers Education required to teach vocational and personal development across the College and to lead a team of three full-time careers lecturers. Previous experience in Careers Education or in the Careers Service is necessary.

Assistance may be given with household removal expenses.

Further details and application forms are available from Mrs L. Melville, Secretary to the Department, at the above address quoting reference B3/4.

WOOLWICH COLLEGE
Villas Road, SE18 7PN
Tel: 01-855 1216

1) LECTURER II in Physics required for September 1983 to teach at all levels up to and including GCE A level.

Department of Arts and Liberal Studies

2) LECTURER I required for September 1983 to teach on a range of English and Communication courses. All language and literature requirements in the College are serviced by the department and applicants should have an interest in the teaching of all aspects of English.

Application forms for both posts and further particulars from the Senior Administrative Officer at the College.

Lancashire County Council

PRESTON W. R. TUSON COLLEGE, ST VINCENT'S ROAD, FULWOOD, PRESTON

THREE POSTS:

1. **Division of Community Studies**
   SENIOR LECTURER IN BASIC EDUCATION
   Required as soon as possible
2. **Division of Business Studies**
   LECTURER II IN ACCOUNTING FOR BEC AND PROFESSIONAL COURSES
   Required 1st May 1983
3. **Division of Business Studies**
   LECTURER I FOR BUSINESS AND ORGANISATION STUDIES WITH KNOWLEDGE OF ACCOUNTING AND MICROPROCESSOR APPLICATION
   Required for 1st May 1983

Forms/further details from/to Chief Administrative Officer at the College. (SAE please)

ACCRINGTON AND ROSSENDALE COLLEGE
1st September 1983
LECTURER GRADE II – HEALTH EDUCATION/ GROWTH AND DEVELOPMENT FOR CARE COURSES, WITH TUTOR RESPONSIBILITY FOR PCSC STUDENTS
Forms/further details from/to District Education Officer, Education Office, Ewbank House, Accrington (SAE please)

NELSON AND COLNE COLLEGE, SCOTLAND ROAD, NELSON
11th April, or as soon as possible thereafter
Lancashire Industrial Language Training Unit
ALBSU Special Development Project
INDEPENDENT LEARNING FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE
Two-year full-time fixed-term appointments at LECTURER GRADE II (Two posts) from April 11th or as soon as possible thereafter.
The aim of the project is to analyse the learning needs of adult ESL trainees as independent learners, devise and pilot appropriate materials and methodology.
It is expected that one of the project workers will be fluent in some or all of Punjabi, Urdu/Hindi, Gujarati.
Forms/further details from/to Chief Administrative Officer, at the College (SAE please).

CLOSING DATE for all the above posts: 31st March, 1983.

Lancashire County Council is an Equal Opportunities Employer.

Metropolitan Borough of Stockport
STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following full-time posts, duties to commence 1st September, 1983:

Department of Electrical Engineering
LECTURER GRADE II in ELECTRONICS

to teach this and related subjects mainly to TEC courses and to be responsible for the project work of the Department. Experience in Microprocessor Control or Instrumentation would be an advantage.

Applicants should have graduate or equivalent qualifications and relevant industrial and teaching experience and/or teacher training.

Department of Science
LECTURER GRADE II in ORGANIC CHEMISTRY

to teach the subject to honours degree level. Ability to offer natural product chemistry, aromaticity and heterocyclic chemistry would be an advantage.

Applicants should also be able to initiate and sustain research in their specialist areas.

Salary scale £6,855 to £11,022 per annum.

Application forms and further particulars obtainable from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ. (Tel: 061-480 7331) on receipt of a stamped self-addressed envelope, quoting ref 576. Applications to be received by 7th April, 1983.

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY

Principal: Richard Exelby MA(Oxon), MInstP, FRASA

Applications are invited for the following posts:

LECTURER GRADE II (3 posts).
Salary £6,855–£11,022.

In Construction required in the Department of Construction and Design, to teach Materials, Science and Technology up to the Higher TEC Certificate.

In Accommodation Operations in the Department of Catering, Health and Fashion, to teach TEC Diploma, General Catering and TOPS Housekeeping Courses.

In Mechanical Engineering in the Department of Engineering, to teach courses leading to TEC awards at all levels to the Higher TEC Diploma.

LECTURER GRADE I (2 posts)
Salary £5,355–£9,267

In Mathematics and Physics in the Department of Science and Humanities, to teach to GCE 'O' and 'A' level and TEC Science Courses.

In Mechanical & Production Engineering in the Department of Engineering to teach courses at TEC Certificate and Diploma level and appropriate Craft Courses.

Candidates should be well qualified, preferably with appropriate industrial and teaching experience. Application forms and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co Durham DL3 7BB, on receipt of a stamped addressed foolscap envelope to be returned no later than 7 April 1983.

COLLEGES OF FURTHER EDUCATION
continued

DEVON

DEVON COUNTY EDUCATION COMMITTEE
BICTON COLLEGE OF AGRICULTURE
East Budleigh, Budleigh Salterton, Devon EX9 7BY
LECTURERS IN AGRICULTURE AND HORTICULTURE

A number of teaching posts are available at the College in Agriculture and Horticulture. Applications are invited from those with nationally recognised technical and teaching qualifications and with associated practical experience.

Duties will include giving instruction to new entrants on block release, day release courses and school classes, lectures, visits, as well as contacts with sponsors and trainees. Those with experience of teaching at a College of Agriculture/Horticulture and on M.S.C. level courses would be at an advantage.

Salary - Lecturer IA £5,355 - £9,267, according to experience and qualifications, travelling and subsistence at county rates; the posts include will be on the basis of a temporary contract.

Further details and application form (to be returned by 8th April, 1983) from the Principal. (65773) 220026

DEVON

EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal C.H. Dixon BSc. (Econ), LTCL., MBIM
SENIOR LECTURER

Second Deputy Head of Department required for September, 1983.

To assist in the administration of the Department and be particularly responsible for the development and organisation of Catering, Beauty, Hairdressing and Domestic Science.

Candidates must have good experience and be fully qualified in at least one of the above areas.

Further details and application form are available from the Vice Principal, East Devon College of Further Education, Bolham Road, Tiverton, Devon, EX16 6SH. (57520) 220026

DORSET

SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DX

Applications are invited for the following posts which will become vacant on 1 September 1983:

DEPARTMENT OF BUILDING

LECTURER (GRADE II) in BUILDING CONSTRUCTION AND MATERIALS SCIENCE. To teach the above subjects to Technician and Craft students and to accept a measure of responsibility for organising this work within the Department.

Applicants should possess a degree or its equivalent professional qualification together with relevant industrial and teaching experience. The possession of a teaching qualification will be an added advantage.

Salary Scale: £6,855 - £11,022 per annum.

DEPARTMENT OF CATERING AND COMMUNITY STUDIES

LECTURER (GRADE I) in FOOD SERVICE AND FOOD PREPARATION. To teach these subjects to City and Guilds and TEC Diploma courses. It is desirable that candidates have suitable professional qualifications and varied trade experience. A teacher training qualification is also looked for.

Salary Scale: £5,355 - £9,267 per annum.

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

LECTURER (GRADE II) in BUSINESS AND SECRETARIAL STUDIES AND INFORMATION AND DATA PROCESSING for temporary appointment for 1 year. The ability to teach related commercial subjects particularly Administration Business Enterprises, Word Processing and Keyboarding will be an advantage.

Applicants should hold an appropriate degree or alternative professional qualification in a suitable discipline and have relevant commercial experience, substantial experience in further education teaching and a recognised teacher training qualification.

Salary Scale: £6,855 - £11,022 per annum.

Further particulars are available from the Principal of the College to whom completed application forms should be returned by 28th March 1983. (54849) 220026

DUDLEY

METROPOLITAN BOROUGH
DUDLEY COLLEGE OF TECHNOLOGY

£5,355 - £9,267 - LECTURER I to teach PE, mainly to girls, with some Life and Social Skills and/or Liberal Studies. Willingness to participate in residential activities an advantage.

Application forms/details (foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. (57868) 220026

DORSET

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

The following posts are available from 1 September 1983:

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I in BUSINESS STUDIES SUBJECTS (BG 4032)

Located at the Bournemouth Centre of the College the applicant will be required to teach two or more of the following subjects to Business and Secretarial students: Accounts, Business Administration, Economics or Law.

DEPARTMENT OF SOCIAL AND COMMUNITY STUDIES

SENIOR LECTURER IN COMMUNICATIONS & SOCIAL STUDIES (BG 3008)

To be responsible to the Head of Department for the continuing development and servicing of these subjects across a wide range of professional, craft and MSC courses in the College. Applicants should be able to demonstrate proven administrative ability.

Applicants for both the above posts should be of graduate or equivalent status and preferably possess a teacher training qualification.

Salary: Senior Lecturer: £10,173 - £11,964 (Bar) - £12,816

Lecturer Grade I: £5,355 - £9,267

Further details and application forms obtainable from Principal's Secretary, North Road, Parkstone, Poole. Tel: 0202 747600. Completed forms to be returned within 2 weeks of the date of this advertisement. (57733) 220026

EDINBURGH

LEITH NAUTICAL COLLEGE
LECTURER A: NAUTICAL STUDIES

Candidates must possess Certificate of Compentency to Extra Master or Master Mariner level and have recent seagoing experience.

LECTURER B: ELECTRICAL AND ELECTRONIC ENGINEERING

Suitable applicants will teach Electrical and Electronic Communications subjects to certificate/diploma/higher certificate level. Candidates must possess appropriate degree or equivalent qualifications in addition to relevant industrial experience.

Salary scales Lecturer A: £7,955 - £11,700

Lecturer B: £7,514 - £9,618

Placing dependent upon qualifications and experience.

For further details and application forms, contact Assistant Secretary(Admin), 24 Milton Road East, Ediburgh EH15 2PP. Tel: 031-669 8461. (57740) 220026

GLOUCESTERSHIRE

MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
DEPARTMENT OF ENGINEERING AND CONSTRUCTION

Applications are invited for the position of Lecturer Grade II to teach Applied Micro-electronics, Computing, CAD and CAM, to engineering students taking mainly TEC engineering qualifications. The candidate must have the ability to design and develop courses for local industry in these subjects.

Further particulars and application form obtainable from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. GL5 4AH (Telephone No: Stroud 3424). Closing date 14 days from the appearance of this advertisement. (57816) 220026

HAMPSHIRE

FAREHAM TECHNICAL COLLEGE

Required for 1st September 1983, LECTURER GRADE I IN SECRETARIAL STUDIES.

Salary: £5,355 - £9,267 per annum.

Increments will be granted for approved industrial/commercial experience.

For application form and further details please write with s.a.e. to: Principal, Fareham Technical College, Bishopsfield Road, Fareham, PO14 1NH. (65775) 220026

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
AIREDALE & WHARFDALE COLLEGE OF FURTHER EDUCATION
Calverley Lane, Horsforth, Leeds LS18 4RQ.
Telephone: (0532) 581723.
Principal: H. Johnson, B.Eng., F.R.S.A.
LECTURER I IN MATHEMATICS AT H.M. BORSTAL WETHERBY

Applications are invited for the above post, to commence 1st September 1983.

Applicants should be qualified teachers with some experience of remedial and basic subjects teaching with older pupils of a wide range of ability.

It is essential that the person appointed to this post has a sympathetic and sincere interest in the principles of Borstal training and the ability to follow an empathetic approach in dealing with Borstal inmates.

Salary will be paid in accordance with the Burnham F. E. Report, within the range £5,355 to 9,267.

Application forms and further details may be obtained from the Principal of the College (please send stamped, addressed envelope), to whom completed forms should be returned within 14 days of the appearance of the advertisement. Leeds is an equal opportunity employer. (65915) 220026

LEEDS

CITY COUNCIL
DEPARTMENT OF EDUCATION
THOMAS DANBY COLLEGE
Dept. of Catering & Hairdressing Crafts
Roundhay Road, Leeds LS7 3BG
Principal: Dr. B.J. Boffey
LECTURER II IN HAIRDRESSING SUBJECTS

Applications are invited for the post of section leader at L.II level, to be responsible for all Hairdressing and Related Subjects within the Department. The post will become available in September 1983.

Application forms and further information available from the Registrar. Leeds is an equal opportunity employer. (65916) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION COMMITTEE
Lecturer I - Word Processing and Keyboard Skills £5,355 - £9,267

Required at Central area of Community Education, Withington Adult Education Centre, 3 Mauldeth Road, Withington, Manchester M20 9NE. Tel: 061 224 2612.

Required from Easter 1983 or as soon as possible thereafter.

He/she will have good qualifications in word-processing and keyboard skills and a teaching qualification. Ability to teach other subjects in the commerce/business studies section will be an advantage.

For application form and job specification contact the Senior Admin Officer at the College. Closing date 1 April 1983. (19579) 220026

MIDDLESEX

HOUNSLOW BOROUGH COLLEGE

DEPARTMENT OF BUSINESS STUDIES

LECTURER I IN SECRETARIAL STUDIES to commence a.s.a.p. to teach shorthand, office practice, typewriting and audio typewriting to RSA Stage III. Knowledge of speedwriting and/or Word Processing an advantage. A recognised teaching qualification and recent business experience are desirable.

LECTURER I IN COMPUTING to teach computer programming (BASIC and/or COBOL), data processing and business numeracy to BEC National and General levels.

DEPARTMENT OF ENGINEERING

Lecturer I in Electrical/Electronic subjects. Candidates should be suitably qualified with current experience in one or more of the following: Electro-mechanical devices; electronic and associated equipment; microprocessor systems for plant control. Knowledge of computing would be an advantage.

Salary £5,355 - £9,267 plus L.W.

Application forms and further particulars from the Principal, London Road, Isleworth, Middx. TW7 4HS on receipt of large S.A.E. Closing date 14 days from advert. (58086) 220026

NEWHAM

LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W.E. Williams, Dip. Pol. Sci. & Econ. (Oxon), Dip. Ed.
LECTURER II ADULT EDUCATION

Required to assist in the organisation and administration of Adult Education courses. Some teaching duties will be included.

Salary: £6,855 - £11,022 + £939 London Allowance.

For further information telephone Mr. Beggins, (01-555 1422, Ext. 243), or send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT, for further particulars and application forms. (57572) 220026

NEWHAM

LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W.E. Williams, Dip. Pol. Sci. & Econ. (Oxon), Dip. Ed.
LECTURER I IN ELECTRONICS

Required as soon as possible to teach the skills and techniques of Electronics to E.I.T.B., Craft (C & G 224 and 232) and T.E.C. Certificate courses.

Applicants should have the appropriate training and good industrial experience to teach skills, techniques and principles. Previous teaching or instruction experience would be an advantage but is not essential.

Salary: £5,355 - £9,267 + £939 London Allowance.

For further information telephone Mr. Fletcher (01-555 1422, Ext. 214), or send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT, for further particulars and application forms. (57573) 220026

NEWHAM

LONDON BOROUGH OF NEWHAM
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER.
Principal: K.R. Bishop B.Sc. (Econ.) F.R.S.A.
DEPARTMENT OF GENERAL STUDIES

Applications are invited for the post of SENIOR LECTURER IN TEACHER EDUCATION WITH PSYCHOLOGY.

This post will be vacant from 1st September, 1983. Applicants should be suitably qualified academically and possess relevant teaching experience.

Salary: £10,173 - £11,964 (Bar) - £12,816 plus £939 London Allowance.

Application form and further details may be obtained by writing to the Vice-Principal, enclosing a self-addressed envelope. Completed forms should be returned within 14 days of the appearance of this advertisement. (57574) 220026

NORFOLK

GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

Required from 1st September, 1983. LECTURER I to teach 'A' and 'O' Level Psychology.

Salary: £5,355 to £9,267 per annum.

Application form and further particulars may be obtained from the Principal (S.A.E. please) Great Yarmouth College of Further Education, Southtown, Great Yarmouth, Norfolk NR31 0ED, to whom the completed form should be returned by 6th April, 1983. (58014) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER
£10,173 - £11,964 (pay award pending)

ADULT EDUCATION

Required as soon as possible in the Department of Adult Education. The Department is responsible for a wide spectrum of community education, both vocational and non-vocational, in the College and surrounding areas. Much of the work involves part-time and day release courses and is of a student-centred nature. Applicants should be innovative organisers and have had direct experience of two of the following subject areas:- Adult Basic Education, Special Needs Education, English as a Second Language, Part-Time Teacher Training, City and Guilds General Vocational Preparation and Modern Languages. Experience in resource management would be an advantage.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars may be obtained from and should be returned to The Principal of the College, Derby Road, Mansfield, Notts NG18 5BH (Tel: Mansfield 27191) before 31st March 1983. (57822) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £5,355 - £9,267
(Pay award pending)

ELECTRONIC ENGINEERING

Required as soon as possible. Candidates should be suitably qualified and have relevant experience in Industrial Electronics or Electronic Control Applications. The post involves teaching of electronics and microelectronics to full-time and day release students up to T.E.C. level III and the teaching and development of short/evening courses in electronics and microelectronics. An enthusiastic approach to the subject and industrial experience are of prime importance. Previous teaching experience whilst useful, is not essential.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from the Principal of the College, Digby Avenue, Mapperley, Nottingham NG3 6DR. Tel: Nottingham (0602) 876503. Closing date: 8th April, 1983. (57836) 220026

OLDHAM

OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA
Tel: 061 6245214

Required from August 29, 1983.

LECTURERS GRADE 1 for the following posts.

(1) Building (Plumbing).

(2) Building (Brickwork).

(3) Building (Painting and Decorating).

(4) Business Studies.

(5) Office Technology.

(6) NNEB (Education).

(7) Fashion and Art.

(8) Electronic Engineering.

(9) English.

(10) Music.

(11) Social and Life Skills/General Studies.

Application forms and further details (sae), Chief Administrative Officer and Registerar to whom application forms should be returned within three weeks. (57824) 220026

SHEFFIELD

STANNINGTON COLLEGE
LECTURER Grade I
Department of General Studies
Physical Education and Recreation Studies

Required for September 1983 LECTURER GRADE I to teach General Studies to include mainly physical education and recreation studies.

Salary Scale: £5355 - £9267.

Application forms and further particulars obtainable from the Chief Administrative Officer (Ref. JM), Stannington College, Myers Grove Lane, Sheffield, S6 5JL to whom they should be returned by 31st March. Please enclose a stamped addressed envelope. (65860) 220026

COLLEGES OF FURTHER EDUCATION
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL

TEMPORARY LECTUER
Grade 1 £5,355 - £9,267
(pay award pending)
HEARING IMPAIRED

A temporary full-time experienced qualified teacher of the deaf is required from 16th May, 1983, due to the maternity leave of the present postholder, as one of a team of three concerned with the support teaching for hearing impaired students at Centres of Further and Higher Education in Nottinghamshire. The successful applicant who will be based at Basford Hall College of Further Education, will liaise with medical staff, employers, Secondary Schools as well as with College staff, students and their parents. A considerable amount of advisory work is involved. An interest in mathematics and science would be helpful.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from The Director of Education, Further Education Section (Ref. F19), County Hall, West Bridgford, Nottingham NG2 7QP. Tel: Nottingham (0602) 823823, Ext. 3422. Closing date, 1st April, 1983.

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER
Grade I £5,355 - £9,267
(Pay award pending)
DRAMA

With responsibility for Aspects of Stage Management, required from 1st September, 1983. The successful applicant will share in the teaching of Drama and Stage Management to students aged 16 - 19 on a full-time Drama Course, and in promotion of the work of the Drama Section generally. The person appointed should be prepared to assist in the staging, design and set construction for College productions. Applicants should be suitably qualified and preferably experienced in teaching Drama.

Entry point on the salary scale according to qualifications and experience.

Application forms and further details are available from The Principal of the College, Pelham Avenue, Nottingham NG5 1AL. Tel: Nottingham (0602) 607201. Closing date 1st April, 1983. (57823) 220026

SUFFOLK

COUNTY COUNCIL

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN ENGINEERING

Required for September 1983 to teach mainly on the TEC Certificate Programmes in Mechanical/Production Engineering and Diploma in Technology courses.

Salary - Burnham Teachers in F.E. Establishments, Lecturer Grade I, £5,355 - £9,267 per annum. Starting point dependent on age and qualifications.

Further information and application forms, returnable within 14 days of the appearance of this advertisement, may be obtained from the Principal, West Suffolk College of Further Education, Out Risbygate, Bury St. Edmunds (SAE please). (54458) 220026

SUTTON

LONDON BOROUGH OF SUTTON
Education Department
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road, Carshalton, Surrey SM5 2EJ

Required for September 1983: LECTURER GRADE II to teach: General Studies.

LECTURER GRADE I to teach: Computer Data Processing, Elementary Building (Theory & Practice), General and Communication Studies, Hairdressing, Leisure Industry Courier, Medical Reception, Secretarial Subjects, Travel and Tourism.

Salary: Lecturer Grade II £6,855 - £11,022, Lecturer Grade I £5,355 - £9,267 + £915 London Allowance (starting salary depending on qualifications and experience).

Application forms and further particulars from the Principal of the College, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (57756) 220026

WEST SUSSEX

CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex.

Required from 1st September, 1983 a LECTURER GRADE I in SECRETARIAL/BUSINESS STUDIES.

Applicants should be able to offer the following subjects:

Typewriting, Office Procedures, Pitman Shorthand (New Era and 2000), Business Communication and/or Business Background. It is expected that applicants will also be conversant with recent developments in Information Technology.

Salary Scale: £5,355 to £9,267 + £246 p.a. Local Weighting.

Forms and particulars from Principal on receipt of s.a.e. Applications to be returned to the Principal within 14 days of the appearance of this advertisement. (58050) 220026

WIGAN

METROPOLITAN BOROUGH OF WIGAN
WIGAN COLLEGE OF TECHNOLOGY

Required for 1st September, 1983.

SENIOR LECTURER IN MICROPROCESSOR TECHNOLOGY and APPLICATIONS Post No: 30.22.09. Salary within range £9624 to £11,964.

Required in this developing tertiary college. Candidates must be well qualified in the subject with substantial practical (preferably industrial) experience and desirably good teaching experience in this field. A significant part of college work is undertaken at advanced FE level and a wide range of sophisticated equipment is available for teaching, research and development purposes.

Previous applicants will be reconsidered without further application.

Application forms and further particulars available from and returnable to The Chief Administrative Officer, Wigan College of Technology, Parsons Walk, Wigan. Tel: Wigan (0942) 494911. Closing date 6th April, 1983. (57513) 220026

WOLVERHAMPTON

METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

WULFRUN COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointment, duties to commence 1st September 1983:

PRINCIPAL LECTURER to act as co-ordinator for YTS/NTI courses throughout the college. (Post No. P5).

Salary in accordance with Burnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped and addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU, to whom completed applications (quoting post number) must be returned no later than Friday, 8 April 1983.

Wolverhampton is an Equal Opportunity Employer and vacancies are open to both sexes, all races and registered disabled people. (54483) 220026

SUMMER IN AMERICA, WORKING WITH CHILDREN
Hundreds of sports & craft teachers (min.age 19½) needed in U.S. childrens camps. Over 14,000 BUNACers have enjoyed the summer of their lives, so far in our 21 year history. Why not become one yourself. 8 weeks, hard fun work, then up to 6 weeks holiday. Flight work visa, lodging and board all paid for + a salary of $230 or $265.
INTERESTED: CONTACT :- Tim Edwards, BUNACAMP, 58 Berners Street, LONDON W1P 3AE. Tel: 01-637 7686. (67069) 220026

Colleges and Departments of Art

Other Appointments

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF VISUAL STUDIES
LECTURER GRADE I TO TEACH GRAPHIC DESIGN

Applications are invited for a Lecturer Grade I to teach Graphic Design and Printmaking to students on the Foundation Course of the School of Art. Duties to commence 1 September 1983.

SALARY SCALE: £5,355 to £9,267.

Application forms and further particulars are available from the Personnel Office, College of Arts and Technology, Maple Terrace, Newcastle upon Tyne NE4 7SA, to be returned within fourteen days of the appearance of this advertisement. (57661) 240026

University Appointments

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM

DEPARTMENT OF SPECIAL EDUCATION

RESEARCH FELLOW IN COMPUTER ASSISTED LEARNING

Applications are invited for this R.N.I.B.-funded post, available from 1st September or 1st October, 1983, for up to three years. The project, directed by Dr. M. J. Tobin, is concerned with designing and evaluating micro-computer based programmes for teaching blind and partially sighted pupils at primary and secondary school level.

Salary on scale £6,375 - £11,105 plus superannuation; alternative arrangements could be considered for applicants who would seek secondment from existing posts.

Further particulars from Assistant Registrar (Education), University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (6 copies) should be sent by Friday, 8 April 1983. (54417) 280000

Lecturers
Polish and Russian

There are two posts for suitably qualified language teachers, one in Polish at RAF North Luffenham in Leicestershire, and one in Russian at the Army School of Languages, Beaconsfield, Bucks.

The successful candidates will be required to teach Polish or Russian respectively, with particular emphasis on the appropriate military and technical terminology, in all types of courses run by the respective establishments to which they are appointed; and to be responsible for, or to assist in, the selection and production of teaching material and the design of courses.

For the post in Polish candidates must have a native or bilingual knowledge of Polish, and should preferably also have some knowledge of Russian.

For the post in Russian candidates must have a native or bilingual knowledge of spoken and of modern literary Russian.

For both posts candidates must have a high level of proficiency in spoken and written English. They should preferably have a degree or an equivalent qualification in the language they are offering, experience of teaching that language to English-speaking students, and a teaching qualification.

SALARY: As Lecturer Grade II £8020-£12895 (Burnham scale, including a pensionable allowance of 17% of salary for longer working year). Starting salary within the range according to qualifications and experience. An additional allowance of £246 for the post at Beaconsfield.

For further details and an application form (to be returned by 13 April 1983) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). *Please quote ref: G/5937.*

Ministry of Defence

SUNDERLAND POLYTECHNIC
Faculty of Education
Department of Teaching Studies

PRINCIPAL LECTURER IN EDUCATION
Salary scale: PL £11,931—£13,290 Bar £15,018 per annum

The Polytechnic is seeking to appoint a Principal Lecturer to lead developments at both initial and in-service levels across the Faculty in the field of primary education. Applicants should have held a senior position in a primary school and have had very recent classroom and curriculum development experience in schools.

In addition to particular expertise in the organisation and management of the primary school and proven qualities of leadership, candidates should possess appropriate academic qualifications and previous involvement in writing or research in this field would be an added recommendation.

An application form and further particulars may be obtained from the Personnel Officer, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland, SR2 7EE or telephone Sunderland 76231, Ext 11. Closing date 11 April 1983.

Cheshire

Chester College of Further Education
Eaton Road, Handbridge, Chester CH4 7ER

SCHOOL OF ART
LECTURER 1 – FASHION AND DRESS

Required for September 1983 a well qualified teacher to introduce GCE 'A' level courses in Fashion Dress, develop existing City and Guilds Certificate courses and to make both a specialist and general contribution to other courses within the School of Art.

COMPUTER UNIT
LECTURER II in Word Processing and Information Technology

Applications are invited from suitably qualified and experienced persons for the post of Lecturer II to develop the teaching of word processing and information technology on a wide range of courses within the college and to expand the provision of short courses in these areas.

LECTURER I in Data Processing and Computer Studies

Applications are invited from suitably qualified and experienced persons for the post of Lecturer I to teach on a range of courses in Computing. Experience in the use of computers in Business would be an advantage.

Further details and application forms obtainable from the Principal on receipt of a stamped, addressed foolscap envelope. Forms to be returned by Friday, 8th April 1983.

Devon Education Committee
NORTH DEVON COLLEGE
Principal: G. F. Hird, J.P., M.A., F.B.I.M.

Applications are invited for the following posts to date from 1st September:

Department of Creative Arts

(i) and (ii) LECTURERS GRADE I IN ART & DESIGN – for one post applicants should have experience of teaching to G.C.E. Advanced level standard with a particular emphasis on drawing. The ability to offer Art History would be an additional recommendation. For the second post applicants should have a degree in Fine Art and be able to contribute to all aspects of the work of the Department, including DATEC courses.

Department of Food & Fashion

(iii) LECTURER GRADE I IN COOKERY – to teach professional cookery and related subjects to full-time and part-time students following City & Guilds, TEC and HCIMA courses. Appropriate qualifications and first class commercial experience essential.

(iv) LECTURER GRADE I IN HAIRDRESSING – the section has a number of full-time and part-time courses and applicants should be able to teach the practice and theory of professional hairdressing and allied subjects.

Department of Maths & Science

(v) LECTURER GRADE I IN BIOLOGY – to teach Biology at G.C.E. Advanced and Ordinary level and Social Biology to students following courses in Community Care; the ability to offer Chemistry to Ordinary level would be advantageous.

(vi) and (vii) LECTURERS GRADE I IN SPECIAL EDUCATION – there are two posts for a special purpose centre for the further education of young people with severe learning difficulties. Applicants should be qualified teachers with experience in special education, preferably with senior ESN(S) pupils.

(viii) LECTURER GRADE I IN HEALTH AND COMMUNITY STUDIES – to teach a range of courses including Nursery Nursing and Community Care. Candidates should possess nursing qualifications, preferably with experience in health visiting or midwifery.

Vice-Principal's Responsibility

(ix) LECTURER GRADE I IN COMPUTING – to join a team concerned with the teaching of Computing and Data Processing across a range of courses in the College. Applicants should be prepared to teach BASIC and preferably another high level language.

The College was approved as a tertiary centre in 1969 and now has over 1,300 full-time students and a range of part-time courses.

The salaries are in accordance with the Burnham F.E. Report for 1982, that is £5,355–£9,267 subject to review, with the commencing salary for each post dependent on qualifications and previous teaching and other experience.

Further particulars and forms of application can be obtained from the Principal, Barnstaple, Devon.

PLYMOUTH POLYTECHNIC

Department of Social Work, Health and Community Studies

PL IN SOCIAL WORK
Salary: £11,931–£15,018

SL/LII IN COMMUNITY WORK/SOCIAL WORK
Salary: £6,855–£12,816
(Level of appointment and starting salary dependent upon qualifications and experience)

The post in Social Work will involve extensive responsibilities (including administration) in the Department, covering part-time courses for local professional groups and social work at degree level. Applicants must be qualified in social work. Expertise in residential work or social psychiatry, and a higher degree or reseach experience would be added advantages.

The post in Community Work/Social Work will involve responsibility for the Polytechnic's new Diploma in Community Education, and for community work inputs on social work courses at degree and certificate level. Applicants should be able to offer expertise in teaching the methods and skills of community work; a social work qualification would be an added advantage.

Application forms to be returned by 8th April, 1983 can be obtained with further particulars from the Personnel Officer.

Drake Circus, Plymouth, Devon; PL4 8AA

Rolle College, Devon

Applications are invited for the following permanent appointments to commence on September 1st, 1983:

Faculty of Teacher Education
Senior Lecturer in Music
Team Leader (Head of Subject)

Well qualified musician with teaching experience to be responsible for BEd and BA Music, and to stimulate musical activity in both College and Community.

Two Lecturer II in
Early Years Education

Two tutors to join the primary age-phase team (3–9 years) teaching BEd and In-Service courses. Good teaching experience in infant or first school essential.

Faculty of BA Studies
Lecturer II in
Art, History and Painting

Well qualified candidate in the History of European Art and experienced in teaching at degree level. Engagement in studio work and teaching in painting is desirable.

Salary scales:
Lecturer II – £6,855–£11,022
Senior Lecturer – £10,173–£12,816

Application forms and further particulars relating to these appointments may be obtained from:
The Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT. Tel: 5344.
The closing date for the receipt of completed applications will be 20th April 1983.

UNIVERSITY APPOINTMENTS
continued

DURHAM
ST. JOHN'S COLLEGE WITH CRANMER HALL UNIVERSITY OF DURHAM
Required for October 1983, (part-time personal tutor(s)) for the University Hall of this Christian foundation. Accommodation in College (flat suitable for either young married couple, or single man or woman) and full board, offered in return for personal oversight of up to thirty undergraduates. Applicants should be graduates in any discipline who are practising Christians. Opportunity should be of particular interest to anyone thinking of a period of leave (as for a Schoolteacher Fellowship) or to anyone hoping to read for a higher degree and looking for help to do so.
Further particulars from the Principal, to whom application should be made, with full curriculum vitae and the names and addresses of three referees. (54464) 280000

THE TIMES
HIGHER EDUCATION SUPPLEMENT
The newspaper of higher education provides a notice board for all University appointments.
It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.
For further information on how to book an advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, Priory House, St. John's Lane, London EC1M 4BX. Tel: 01-253 3000. (64745) 280000

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY LECTURER IN THE PSYCHOLOGY AND EDUCATION OF CHILDREN WITH SPECIAL NEEDS
Applications are invited for a lectureship with special reference to the education of children and young people with physical and neurological impairment. The lecturer will be a member of the staff of the Special Educational Needs area of the Department. Applicants should have relevant qualifications and experience, including qualifications in psychology.
Salary on Lecturer scale £6,375 - £13,505 plus £1,158 London Weighting plus USS.
Further particulars and application forms from Mary Griffin, Personnel, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL quoting ref L/SN/CDEP.
Completed applications required by 29th March 1983. (57654) 280000

Research

LEICESTER
university of
SCHOOL OF EDUCATION
RESEARCH ASSOCIATION
Computer Programming in Mathematics
Applications are invited from teachers of mathematics for a post of Research Associate to work with Mr D G Ball on his research into the use of PROLOG in the classroom with school pupils aged between eleven and fourteen. The aim will be to produced parkages for distribution through the Microelectronics Education Programme. Candidates should hold a good honours degree in an appropriate field of study. The post is a one-year appointment dating from 1 September 1983. Salary within the Research Association Scale £6,375 to £11,105.
Applications from schoolteachers on secondment will also be considered.
Further details are available from Professor G Bernbaum, School of Education, 21 University Road, Leicester LE1 7RF, to whom applications, together with a full curriculum vitae and the names of two referees, should be returned by 8 April 1983. 290000

Colleges of Higher Education

Other Appointments

CAMBRIDGE
HOMERTON COLLEGE Cambridge
LECTURESHIP IN PHILOSOPHY OF EDUCATION
Applications are invited from appropriately qualified candidates for the above permanent full-time post from 1 September 1983. Candidates will be expected to have successful teaching experience at primary level; be prepared to contribute to professional and in-service courses; and be qualified to teach philosophy of education to BEd and PGCE students.
The appointment is expected to be at Lecturer II level (£6,855 - £11,022) but a Senior Lectureship might be available for a candidate of exceptional experience and qualifications.
Application forms and further particulars may be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom completed forms should be returned by Friday, 15th April, 1983. (57480) 340026

LANCASTER
S. MARTIN'S COLLEGE Lancaster
LECTURER IN GEOGRAPHY
Applications are invited for the post of Lecturer II commencing 1st September 1983 to contribute to the Honours Degree courses in GEOGRAPHY (for three years in the first instance). The person appointed will be expected to play a major part in the teaching of micro-computer techniques in Geography, and to contribute towards other work of the Geography Department. Specialist interests in any branch of Geography will be considered.
Further details and application forms may be obtained from the Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned not later than 8th April. (65808) 340026

Could you be a teacher with a difference?

As a male or female Officer with the Royal Army Educational Corps, you will be offered more variety and responsibility than in most civilian teaching jobs.

During your first three years, your students may be Corporals and Sergeants studying for their promotion examinations.

Alternatively you may be teaching young Soldiers: teenagers away from home for the first time. To improve their self-confidence and the Army's efficiency, we send them on Outward Bound courses and encourage them to sit GCE, TEC and City & Guilds exams.

Later on in your Army Career, you could serve on the academic staff at the Royal Military College of Science at Shrivenham or the Royal Military Academy, Sandhurst: other appointments are in Officer Education, language training or as a training adviser.

You could give career guidance and resettlement training to Officers and Soldiers leaving the Army.

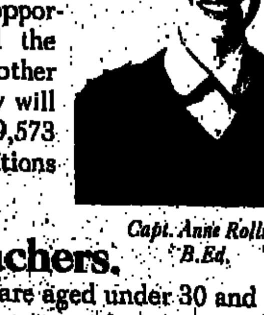
You will also be given every opportunity to improve your own professional qualifications up to postgraduate level.

A teacher and an Officer.



Although we accept that your main interest is in education, we'll expect you to warm to the idea of also being an Army Officer.

After training, you will receive a commission with the same opportunities for promotion and the same levels of pay as any other Army Officer. Starting salary will be between £6,248 and £9,573 depending on your qualifications and experience.



Capt. Chris Hark B.A., Cert.Ed.

Capt. Anne Rollins B.Ed.

Male and female teachers.

We'd like to hear from men and women who are aged under 30 and are medically fit. They will be qualified teachers or graduates or at present studying at college or university.

If you like, we can arrange for you to visit a unit near your home. It's not a commitment but a chance to get a clearer picture of Army life.

You may first want further information on pay, promotion and how to apply.

A booklet covering these and many other questions can be obtained by writing to Major G. J. Parker, RAEC, Recruiting Staff, (Department E9), RAEC Centre, Wilton Park, Beaconsfield, Bucks. HP9 2RP.

Army Officer

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

LEEDS CITY COUNCIL
Department of Social Service

TEACHER (Ref: TES/136)
Whinmoor Observation and Assessment Centre, Skelton Lane, Leeds 14
Burnham Scale II plus £1,005 ASL

Whinmoor provides 36 places for boys, many of them being on remand from the Courts. Generally the boys have deprived and delinquent backgrounds with resultant social and educational problems. The boys are educated on the premises and there are professional psychological and psychiatric support services. Applications are invited from qualified teachers with an interest in educational testing and experience in teaching general subjects at remedial levels and as one of a group of four teachers lead them in participation in the assessment and devising of individual programmes for the boys.
Informal enquiries: Mr M. Blake, Head, on Tel: 892551.
Application forms by writing, enclosing s.a.e. to Director of Social Service, Selectapost 9, Merrion House, 110 Merrion Centre, Leeds, LS2 8QA.
Closing Date: 14 days after the appearance of this advert.

WESTMINSTER COLLEGE Oxford

PRINCIPAL LECTURER IN JUNIOR EDUCATION

(Re-advertisement)

Applications are invited from suitably qualified people for the above post commencing 1st September 1983.
The successful applicant will have responsibility for the co-ordination and development of programmes relating to the 7 to 13 age-range and, in addition, responsibility for the leadership of the Junior/Middle staff team.
Further particulars may be obtained from the Principal's Secretary, Westminster College, North Hinksey, Oxford OX2 9AT (telephone: 0865 247644), to whom all applications, together with full curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent.
Closing date for receipt of completed applications is the 15th April 1983.

Athrofa Gogledd-dd Cymru
The North E Wales Institute of higher education

CEFN ROAD, WREXHAM, CLWYD
School of Education: Continuing Education

SENIOR LECTURER IN HEALTH STUDIES

(£10,173–£11,964 (bar)–£12,816)

Applications are invited from candidates holding the qualification of District Nurse Tutor. Teaching duties will principally be concerned with courses for District Nurses but may include lecturing to other courses.
Informal enquiries are welcome, please contact Miss Jean Rowan – 0978 359221.
Further details and application form available from the Institute Registrar, The North East Wales Institute, Deeside, Clwyd. Closing date for receipt of applications 1st April 1983.

Roehampton Institute

Courses offered by the Roehampton Institute of Higher Education are in combined studies leading to university first and higher degrees. The Institute seeks to make the following appointment in the Department of Business Studies for a FIXED-TERM period from 1 September 1983 to 31 August 1984.

LECTURESHIP IN ECONOMICS

A graduate in Economics, preferably with a higher degree, is required to assist in the teaching of foundation and applied economics courses at undergraduate level on Business Studies degree.
Salary (LII/SL scale) £6,855–£12,816 plus London Allowance £939 per annum.
Further particulars and application forms may be obtained by writing to: R. A. Fennell, Assistant Secretary, Roehampton Institute of Higher Education, Richardson Building, Digby Stuart College, Roehampton Lane, London SW15 5PH.
Closing date for applications: Wednesday, 20 April 1983.

Adult Education

HAMMERSMITH AND FULHAM
HAMMERSMITH AND FULHAM COUNCIL FOR RACIAL EQUALITY'S WALK - IN - NUMERACY PROJECT
Needs as soon as possible.
(A) MATHS TUTOR (L1) to teach basic maths on a drop-in scheme (Urban Aid funded) offering free maths help and advice to adults.
(B) WORKER (0.5. L1) to help establish and run a self-help learning scheme (ALBSU funded) for adults. Both posts are funded in the first instance for 2 years from April 1983.
Both posts are funded in the first instance for 2 years from April 1983.
For written details of either job, phone 01-740 8675.
Completed applications must reach us by Thursday 31st March. Interviews will be held on Monday 25th April (L1 job) and Tuesday 26th April 1983 (0.5. L1 job).
Salaries on L1 scale £6,189 - £10,101 (inc. London Allowance). (65907) 380000

LONDON
INNER LONDON EDUCATION AUTHORITY AND THE LONDON BOROUGH OF ISLINGTON ISLINGTON ADULT EDUCATION INSTITUTE Shepperton Road, New North Road, N.1
Required as soon as possible EDUCATION CO-ORDINATOR RESPONSIBLE FOR THE ADULT MENTALLY HANDICAPPED
A joint appointment funded by Inner City Partnership. Applications are invited from candidates with teaching qualifications and experience and preferably experience of work with the mentally handicapped. Salary scales in accordance with Burnham FE Lecturer Grade II, £6,855 - £11,922 + £939 London Allowance. Assistance may be given towards household removal expenses.
Please apply to the Senior Administrative Officer, Islington Institute, Shepperton Road, N.1. for further details and application form enclosing a foolscap SAE. Closing date for applications is 8th April 1983. I.L.E.A. is an equal opportunities employer. (54412) 380000

HAMPSHIRE
TOTTON & WATERSIDE ADULT & COMMUNITY EDUCATION INSTITUTE (With Fawley & District Community Association) COMMUNITY WARDEN
Warden required to work in Fawley area within the Totton & Waterside Adult & Community Education Institute. Responsibilities include running the Community Centre on behalf of the Fawley & District Community Association and contributing to development of the service into a wider community context as par of a lively team within newly created Institute embracing Youth, Community, Adult and Adult Basic Education Services.
Salary Scale (JNC 3) (4 - 8) currently £7,806 - £8,766
Application forms and details available from the Principal, Totton & Waterside Adult & Community Education Institute, Testwood Lane, Totton, Southampton. (57538) 380000

OXFORDSHIRE
COUNTY COUNCIL COMMUNITY EDUCATION SERVICE
KIDLINGTON COMMUNITY EDUCATION CENTRE
A Head of Community Education (Burnham F.E. Lecturer 2) is required to organise, develop and implement Council policy in the Kidlington Community Education area with responsibility for Adult Education.
Further particulars and application forms available from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA to be returned by 8th April, 1983. SAE essential. This is a readvertisement and previous applicants remain under consideration. (65788) 380000

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
RICHMOND ADULT COLLEGE
Parkshot, Richmond, Surrey TW9 2RE
(Tel: 01-940 5278 and 0170)
HEAD OF DEPARTMENT (GRADE II) DEPARTMENT OF GENERAL AND LIBERAL STUDIES
We are looking for a new Head of General and Liberal Studies to develop this key department in the College. The next 2 to 3 years will bring a challenging opportunity to develop a new college base in Twickenham and candidates with substantial organisational and academic experience in further and adult education in any of the relevant humanities or science department are invited to apply.
Salary Scale: Head of Department, Grade II - £11,406 - £12,864 plus Outer London Allowance of £615 per annum.
Application forms and further details (s.a.e. please) from The Principal, returnable by 11th April 1983. (65920) 380000

Assessment Centres

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE
Required for 1st September, 1983 or as soon as possible, 2 Scale 3 TEACHERS for INTERMEDIATE TREATMENT UNITS.
There are three Intermediate Treatment Units in North Tyneside, which provide daytime and evening activities for young people who are at risk of being taken into care or who have serious social problems.
Education is provided for daytime attenders of school age with the aim of assisting return to school, wherever this is practicable, and two teachers are now required for this work.
Candidates should be experienced and adaptable secondary schoolteachers, able to relate to young people, mainly aged 15 and over, with emotional and behaviour difficulties.
Further details and application forms can be obtained on receipt of a stamped addressed envelope from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement. (57713) 420000

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT PARK HOUSE OBSERVATION AND ASSESSMENT CENTRE Barton Moss Road, Eccles M30 7RL
Required for September 1983 or earlier if possible Deputy Teacher-in-Charge. Scale 2(S).
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned within 14 days of the appearance of this advertisement. (19633) 420000

Youth and Community Service

AYLESBURY
ST. MARY'S CENTRE Aylesbury
Requires a qualified Worker to develop church based community work. Salary JNC 3. 4 - 8 (£7,806 - £8,766).
Further information available from John Morrison, The Vicarage, Parsons Fee, Aylesbury, Bucks HP20 2QZ. (65808) 440000

LINCOLNSHIRE
EDUCATION SERVICE
YOUTH WORKER: HOLBEACH YOUTH CENTRE
J.N.C. Scale 3, points 1 - 5 (£7,146 - £8,034)
Applications are invited from appropriately qualified and experienced Youth Workers for the above post. Holbeach is an important commercial/communications centre for the area and the centre is situated in newly converted premises.
The person appointed will join a team of 16 full-time youth workers.
Application forms and further particulars are available from Mr. S. Marshall, Divisional Youth Organiser, County Hall, Boston, Lincs.
CLOSING DATE: 29 March 1983. (65987) 440000

SHROPSHIRE
COUNTY COUNCIL YOUTH SERVICE YOUTH WORKER
Sutton Hill, Telford.
Salary: NJC Range 3 Points 2 - 6 £6942 to £7783.
This is an urban-aid post for 5 years in working in newly converted premises where there is already a full time youth worker. The person appointed will have principle responsibility for work with unemployed young people.
Application forms and further particulars from Education Officer (STA/64), Shirehall, Abbey Foregate, Shrewsbury.
Forms to be returned by 6th April 1983. Interviews will be held on 14 and 15 April. (57741) 440000

SURREY
A team of Christians in Kingston upon Thames is working together with young adults in a hostel, club and education unit. We need a further residential member of staff to work on a rota basis an average of 40 hours a week with two breaks of four days in every five weeks. Salary circa. Grade 3 Local Authority.
The aim is to provide supportive hospitality to visitors and residents at our centre. Formal qualifications are less important than maturity, personal skills and a sense of humour. Considerable physical and mental stamina essential.
Write giving details of education, work experience and reasons why you are considering this type of work. We will then respond with full details. Revd. Eric Blakebrough, Kaleidoscope Youth and Community Project, 40-46 Cromwell Road, Kingston upon Thames, Surrey KT2 6RJ. Telephone: 01-549 2681. (58009) 440000

SURREY
WOKING
GENERAL SECRETARY/ YOUTH & COMMUNITY WORKER
Applications are invited for the above post from people with Christian convictions holding recognised certificates in Youth & Community work. Salary J.N.C. Grade 3, plus Fringe Allowance for a suitable applicant.
Application forms from Chairman, Y.M.C.A., Heathside Crescent, Woking, Surrey. (65834) 440000

Overseas Appointments

ATHENS TO ZIMBABWE
Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under 'Educational Courses'. (55323) 460000

CHRISTIAN TEACHERS
Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16299) 460000

CYPRUS
TEACH IN CYPRUS AND THE MIDDLE EAST
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers please send one pound. Should you find this offer unacceptable please tell us why, return our literature and we shall send you your money less 30 pence for postage.
Enic, P.O. Box 3711, Nicosia, Cyprus. (63743) 460000

DOHA
THE DOHA COLLEGE
Single Male Teacher (or a married couple able to fill both vacancies) required for September 1983 for (a) PHYSICS (A level) with Maths/Computer Studies & General Science. (b) GEOGRAPHY (A level) possible).
The post of Head of Science may be available for suitable Physicist.
Salary £800 to £1200 (approx) per month tax free.
P.A.C.E.S. enrolled teachers will be considered automatically.
Further details and application forms obtainable from: P.A.C.E.S, 6b Eccleston Gardens, St. Helens WA10 3BN. (SAE PLEASE). Closing Date: 31st March 1983. (57508) 460000

FINLAND
Findland's largest Hydroelectric Power Company, Kemijoki Oy (member of the Conference of Finnish British Societies), invites applications from young language graduates for the post of English Teacher at Rovaniemi, near the Artic Circle. Contract 9 months from end of August, return fares paid, possibility for contract renewal.
For further details, please write to Kemijoki Oy, Box 28, 96100 Rovaniemi 10, Finland. (65721) 460000

FINLAND
A private School of Languages in Tampere is looking for TEACHERS OF ENGLISH to start August 29th 1983. Good pay, accommodation and fare to Finland paid by the school.
Apply with photograph: Mrs. K. Salo, Eurolex, School of Languages, Puutarhakatu 8. A. 33210 Tampere 21, Finland. (57658) 460000

GREECE
Qualified English Teachers needed to teach at A. Kosmidou School of English, 21 Demokritou Str., Komotini, Greece. A curriculum vitae, recent photo and phone number required. (19650) 460000

COMMUNITY EDUCATION AND RECREATION OFFICER, BIRCHFIELD/ASTON PARK (AEYC/SJW/262)

Burnham F.E. Senior Lecturer: £10,173–£11,964 (bar) with J.N.C. conditions of service.

To be responsible to the Principal of the Aston and Handsworth Institute for the promotion and co-ordination of adult education, youth and community work in the multi-racial Birchfield/Aston Park neighbourhood, including a major Local Authority Centre at The Broadway and liaison with a wide variety of voluntary organisations.

COMMUNITY DEVELOPMENT OFFICER, SPARKHILL INSTITUTE (AEYC/SJW/267)

To assist the Institute Principal in one of the priority areas designated by the Inner City Partnership, particularly in supporting voluntary organisations involved in youth and community work, including liaison with other public services. The appointment is temporary, being funded under the Partnership Programme to 31st March, 1986.

Application form and further details — please enclose a stamped, addressed envelope and quote reference number — from:- City of Birmingham Education Department, Adult Education Youth and Community Branch, Margaret Street, Birmingham B3 3BU.
Closing date: Thursday, 31st March, 1983. Canvassing will disqualify. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

County of Cleveland

EDUCATION DEPARTMENT

Youth & Community Worker £7,584–£8,475

Required at Grove Hill Youth and Community Centre.

An experienced Youth and Community Worker is required to manage this active Youth and Community Centre which serves a pre-war council housing estate undergoing a period of change. Areas around the Centre will in the future contain new housing in place of the old, which has been demolished. An ability to assess and respond to the needs of the community is essential. The successful applicant will also require a commitment to social education as highlighted in the recent report of the Review Group on the Youth Service.

ASSISTANCE WITH REMOVAL AND RELOCATION EXPENSES WILL BE PROVIDED IN APPROVED CASES. TEMPORARY HOUSING ACCOMMODATION MAY ALSO BE AVAILABLE WITHIN THE COUNTY AREA.

APPLICATION FORMS AND FURTHER DETAILS ARE AVAILABLE FROM THE COUNTY EDUCATION OFFICER, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLESBROUGH, CLEVELAND, TO WHOM COMPLETED FORMS SHOULD BE RETURNED BY 6TH APRIL, 1983.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.

Duncroft Centre, Staines

TEACHER

Burnham Scale 1 + FASA + Fringe L.W.

Duncroft Centre caters for girls aged 14–18 years with behavioural and social problems. Education on the premises to O-level standard is available through the Centre and works towards using community resources. The Centre has a variety of residential accommodation and also offers day provision.

This vacancy is for a teacher, required April 1st or soon after, to teach general subjects especially maths and geography to problematic adolescent girls, and to take special responsibility for a very small group of lesser children and to assist in developing a learning centre approach to our teaching.

Barnardo's is a Christian child care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status, sex or race. Transferable pension.

Applications to: Elwyn Owens, Divisional Director, London Division, Tanners Lane, Barkingside, Essex. Tel: 01-551 0011.

Enquiries to: Mr Tom Hurley, Director of Education, Tel: Staines 52158.

Barnardo's

ASSISTANT EDUCATION OFFICER

Further and Community Education

Salary £11,859–£13,116

This fourth tier post carries responsibility for further, technical, adult, community and youth education. Applicants should have a broad experience in one or more parts of this field.

Further information and application form from the Chief Education Officer, County Hall, Exeter, EX2 4QG, returnable by 31st March, 1983.

DEVON

PRIMARY TEACHER

COLOMBIA

J & P Coats Limited requires a qualified and experienced Primary Teacher to teach the children of their ex-patriot staff in Pereira, Colombia. It is a small school – 5 children, age range 4–11. Candidates should be single and in age range 25–35, and should be prepared to teach at all stages of English, Mathematics, History, Geography, Science, Music, Art/Craft and Sport.

Two year contract, 2 months paid terminal leave plus local holidays, house provided. Appointment to start 1st September 1983. Fuller details will be provided to those applicants invited to Glasgow for interview.

Please reply in writing giving details of age, education and experience to: The Personnel Manager, J & P COATS LIMITED, 155 St. Vincent Street, Glasgow G2 5PA.

COATS THE THREAD MAKERS

BRITISH WEST INDIES

THE CAYMAN ISLANDS GOVERNMENT

invites applications for

TEACHING POSTS

CAYMAN ISLANDS

at the Cayman Islands High School, Grand Cayman for September, 1983

Vacancies will occur for graduate/trained teachers in the following specialist areas at the Cayman Islands High School, a mixed senior high school with an enrollment of 850. Applicants who have applied for the Cayman Brac posts need not re-apply.

A. A teacher of Biology up to and including 'O' Level, with a particular ability to teach and organise the teaching of science to less able students.

B. A teacher of Technical Studies, in particular Woodwork; a working knowledge and experience of City and Guilds Foundation courses and the link to vocational studies would be an advantage.

C. Graduate teacher of Mathematics — to teach all ability levels up to and including 'A' Level (with some Statistics), and to offer Computer Studies to 'O' Level.

Attractive tax free salaries according to qualifications and experience from CI$15,612.00 to CI$22,524.00 on the Graduate Trained Teacher Scale and from CI$10,620.00 to CI$16,620.00 for the Trained Teacher.

Note: To qualify for the Graduate Scale a teacher must have a first 'academic' degree plus PGDE/PGCE.

Two year contract; 15% gratuity; passages and baggage allowance; free medical services; housing scheme. CI$0.85 = US$1.00 approx.

Letters of application should be addressed immediately to:-

Chief Education Officer,
Education Department,
P.O. Box 910,
Grand Cayman, B.W.I.

enclosing a photograph, full curriculum vitae and two up-to-date reference copies. Applications will close on 9th May 1983.

Interviews will be held in London for those short listed on a date to be specified. All expenses incurred by candidates in travelling to and from the interview will be borne by the candidates.

GULF AND WESTERN AMERICAS CORP.
Dominican Republic

The Gulf & Western Foundation in the Dominican Republic operates the Abraham Lincoln School and invites applications from suitably experienced teachers for the following positions which will be available in September 1983, except where indicated.

PRIMARY/INFANT SCHOOL (6–11 Years)
2 TEACHERS FOR 7–8 Year olds
Reference: P.I.1

1 TEACHER FOR 9–10 Year Olds
Reference: P.I.2

1 TEACHER FOR GIRLS PE with some English and Mathematics
Reference: P.I.3

For any of the above posts the ability to teach Music would be an asset.

SECONDARY SCHOOL (11–18 Years)
PHYSICAL SCIENCE

This could be a post of responsibility for a suitably qualified candidate. Physical Science is taught in the lower grades with Physics and Chemistry taught as separate subjects in the upper grades. The ability to offer one of these subjects to an advanced level would be an advantage. This post could be for immediate appointment. Reference: P.S.I.

SCIENCE To teach Integrated Science and Physical Science in the Lower School. Reference: P.S.2.

BIOLOGY To teach Biology throughout the Upper School. This could be a post of responsibility for a suitable candidate. Reference: B.I.

MATHEMATICS (1) to teach the subject throughout the school, and interest in Computer Studies is essential. The selected candidate will have responsibility for the Mathematics curriculum within the school. Reference: M.I.

MATHEMATICS (2) to teach Mathematics in the Upper School. Reference: M.2.

GEOGRAPHY to teach the subject in the Upper School. An interest in Economics would be an advantage. This post is for immediate appointment. Reference: G.I

FRENCH to teach French to the middle age range. Some English teaching in the Lower School is also required. Reference: F.I.

Benefits and conditions of service: The contract is initially for 2 years, return flights paid. We offer a competitive salary. The Dominican Republic has a low rate of taxation. Free furnished accommodation is provided. A company medical scheme is available.

These positions are open to single and married couples. Married couples who both teach are preferred but this is not an essential requirement.

Please apply with full CV including the names, addresses and telephone numbers of two referees. Include a telephone number where you can be reached during 1, 2 and 3 April.

Candidates selected for interview will be notified by telephone and interviews will be held in London during 4–15 April.

Applications to be sent to: Mr D. J. Tully, Headmaster, Abraham Lincoln School, c/o 29 Linkside Drive, Pennard, Swansea, W. Glamorgan.

Closing date for applications 31st March 1983. Include Reference on outside of envelope.

OVERSEAS
continued

GREECE
Experienced EFL teachers required. Contract from October 1983 for one academic year of 8 months. Renewable. Write to "The "ALPHA" schools of Languages. 38 Ermou Street, Thessaloniki, Greece. (57430) 460000

GREECE
Wanted: T.E.F.L., male, married, preferably retired, from September 1983 until May 1984.: Fully-furnished, purpose built flatlet, only for two, provided free.
Write to Mr. A. Ketseiidis, English Tuition Centre, Xanthi, Greece. (65781) 460000

ITALY
"ITALIAN IN VENICE"
3-week study holiday July 24th - August 12th. 45 hours Italian lessons plus lectures, guided visits etc. Fee 370.000 lire. Accommodation arranged.
Please write: The British Centre, S. Marco 4267a, Venice. Tel. 86612. (54827) 460000

KUWAIT
Developing English School offers challenging opportunity for Junior Headmaster (new appointment). Vacancies for teacher of French for Junior classes and General Subject teachers for Infant and Junior stage.
Senior Department also requires teachers of French, P.E. and Geography.
Apply with C.V., References and recent photograph to The Principal, Kuwait English School, P.O. Box 8640, Salmiya, Kuwait. (65774) 460000

NIGERIA

A teaching couple are required for 1 September 1983 for a British-based curriculum school in Nigeria.

This is an isolated site school with approximately twenty children between the ages of 5 to 13 years. There is an intake of British and other nationalities, so an ESL qualification would be an advantage.

The two posts are for a Headteacher or Assistant Teacher who between them could teach the whole age range and provide varied extra-curricular activities.

Applicants must be fully qualified teachers with a minimum of three years experience and previous experience overseas would be an advantage. The contract is for two years renewable and the salaries are in the region of £12,500 to £13,500 per annum.

For further details and application form please write to:

The Director
World-wide Education Service
44–50 Osnaburgh Street
London NW1 3NN

WES

THE SANDFORD ENGLISH COMMUNITY SCHOOL
ADDIS ABABA, ETHIOPIA

This Independent Multi-national School providing English based education for the children of the many representative nationalities resident in Addis Ababa requires for the 1983/84 Session, a

DEPUTY HEAD TEACHER

Applications are invited from well qualified and suitably experienced teachers for the above post. The person appointed will, in addition to administrative duties, teach a part time table.

The initial contract will be for two years with a salary on the scale 31,000 to 34,000 Ethiopian Birr per annum. The present (February 1983) exchange rate is 3.14 Ethiopian Birr to one (1) pound sterling.

Free air transportation with unaccompanied baggage allowance is provided at beginning and end of contract and a return air fare to Kenya is provided at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School.

Letters of application with curriculum vitae and names and addresses of two referees should be sent to the Headmaster, P.O. Box 30056 MA, Addis Ababa, Ethiopia to arrive by 14th March, 1983.

MINISTRY OF DEFENCE
Service Children's Education Authority

Applications are invited from qualified Primary Teachers of at least two years experience who are at present teaching in schools in the United Kingdom, for the following vacancies in September 1983:

N W Europe
Remedial Education/Special Educational Needs – Primary Advisory Teacher – Scale 3 (Ref W1)

Applications are invited from suitably qualified teachers who have considerable experience in this field with children in the 5–11 age range, and who also hold a specialist qualification in the education of children with learning difficulties.

The successful candidate is likely to be working at present in primary schools with a responsibility for Remedial/Special Education throughout the complete age range, and to be *familiar* with the appropriate screening and testing methods.

The advisory teacher will provide primary schools with appropriate advice on organisation, practices and procedures, methods, materials and teaching aids. This will entail teaching alongside colleagues to help them gain insight into appropriate techniques.

The successful candidate will become part of the Advisory Service Team led by the Senior Adviser and will work from an Area Education Office but will be attached to a particular primary school.

Head of Department – Infant – Scale 3 – Lippstadt Primary School Lippstadt (Group 5) (Ref C3)

The HOD Infants will be responsible for the general running of the Infant Department and will play a senior part in the establishment, implementation and evaluation of school policies with special reference to Infant and Pre-school children. The HOD Infants will also have a class teaching responsibility.

The Infant Department consists of two open-plan four class units. There are 140 children and five staff in the Department.

Head of Department – Infants – Scale 2 – Wetter Primary School, Wetter (Group 1) (Ref C2)

A teacher is required for this two teacher school to take the infant class with an age range of 5–7 years. In addition the teacher will have responsibility for the general welfare of the girls and to deputise for the Headteacher in his absence.

There are 24 pupils on roll and 2 staff.

Head of Infants – Scale 2 – Wavell Primary School – Hohne (Group 4) (Ref E1)

An experienced teacher is required as Head of Infants. The successful candidate will be expected to lead a team of four infant teachers in all aspects of the curriculum and to take a keen interest in home school liaison.

There are 204 pupils on roll and 11 staff.

Head of Department – Infants – Scale 2 – St Barbara's Primary School (Group 2) (Ref C4)

St Barbara's is a small school and the successful candidate will be solely responsible for the whole Infant Department. He/she will need to be resourceful, well organised and be expected to *fulfil* some of the duties of a Deputy Head as well as be Acting Headteacher in the absence of the Head. He/she will have had at least five years experience with infants and may already hold a post of responsibility.

There are currently 64 children on roll and 3 staff.

Scale 2 Language Development – Hemer Primary School – Hemer (Group 6) (Ref C1)

The successful candidate will be a language specialist committed to the concepts of Breakthrough to Literacy and an experienced infant teacher. Responsibility will involve the organisation of topic/language development in the lower part of the school, continuation of the Breakthrough to Literacy scheme, assistance in the maintenance of the reading schemes and organisation of the school bookshop.

There are 322 pupils on roll and 15 staff.

Scale 2 Music – Heide Primary School – Fallingbostel – (Group 5) (Ref E2)

The successful candidates will be expected to maintain music guidelines, organise and order the resources necessary to fulfil this function, co-ordinate and advise the staff with regard to music and organise all musical performances.

There are 341 pupils on roll and 15 staff.

Scale 2 Musical Activities – Swinton Primary School – Munster (Group 4) (Ref C4)

A scale 2 teacher is required to be responsible for musical activities throughout the school. The successful applicant must be a pianist and will have full-time responsibility for a lower junior class. Applicant should be committed to team/co-operative teaching in an open-plan community school.

There are currently 235 pupils on roll and a staff of 11.

Teacher in Charge – Special Education Unit – Scale 1 – plus Special Unit Allowance Charlottenburg First School – Berlin (Group 4) (Ref B1)

Special Units in Service Children's Schools are intended primarily for slow learning children although consideration is given to the admission of children with other types of disability. The Unit at Charlottenburg caters mainly for children in the 5–9 year age range, but under certain circumstances older children may be admitted. There are usually up to a maximum of eight children attending at any one time. Admission to the Unit is on the recommendation of the Area Educational Psychologist, and there are regular monitoring and support and visits from all members of the Child Guidance team at Hannover.

The needs of the children are various and include children with physical, social and behavioural as well as intellectual difficulties.

The teacher in charge is responsible for the day management of the Unit, including the planning of suitable work programme for each child. The school has an active policy of integrating children from the Special Unit into other classes whenever possible.

There are 206 pupils on the school roll and 13 staff.

Applicants should have appropriate qualifications in Special Education.

Scale 2 Teacher-in-Charge (Part-time teaching post available for spouse dependent on school roll) Dannenburg Annexe – Dannenburg (Ref E3)

Applications are invited from suitably qualified husband and wife teams to staff this one class annexe to Munsterlager Primary School situated near the East German Border 70 kms from Munsterlager.

Preference will be given to candidates who could offer experience across the whole primary age range.

If numbers on roll exceeds 15 the establishment will be 1.5 teachers and when the numbers fall below this figure the spouse of the successful applicant would be called upon, when required, for supply cover.

Naples
British Forces School (Group 3) Two Scale 1 Vacancies Middle Juniors (Ref N1)

The Junior Department consists of 3 classes. The applicant should:
a. Be capable of taking responsibility for the appraisal and updating of the school's Language and Health Education syllabuses.

b. Be capable of teaching Music and Singing. In addition, he/she will be required to play the piano in school assemblies and be responsible for the music for school plays and concerts.

Top Infants (Ref N2)

The Infant Department consists of 2 classes. The applicant should:
a. Be capable of taking responsibility for the appraisal and updating of the school's Environmental Studies and Religious Education syllabuses.

b. Possess a good working knowledge of the "Breakthrough to Literacy Scheme" for Language.

Applicants for both jobs should be self sufficient and possess an independent nature. A driving licence is essential and an ability to speak some Italian would be an advantage.

Cyprus
Head of Infants – Scale 3 – Akrotiri Primary School (Group 6) (Ref M1)

HOD Infants will be responsible for early years in the school. Ideally able to play the piano.

The successful applicant should be keen to work with slower learners and high flyers, be able to offer curricular strength in language skills and lend the Headteacher a 100% support as a member of Senior Management Teams.

There are 440 pupils on roll and 21 staff.

Scale 1 Remedial and Compensatory Education (Language Development) Berengaria Primary School (Group 4) (Ref M2)

The successful applicant should have experience in working with slow learning children and will be expected to teach small groups throughout the primary age range.

The work will involve assessment design of appropriate work programmes, teaching and monitoring progress.

There are 213 pupils on roll and 11 staff.

General
Scale 1 Primary Teachers (Ref. W2)

Primary teachers, particularly in the Infant Age range, are also required to fill Scale One vacancies in all areas.

Conditions of Service

Salary is in accordance with the current Burnham scales plus a London Allowance of £834 pa. *Superannuation* – normal rights are safeguarded. *Foreign Service Allowance* – a tax free allowance is payable. *Accommodation* – is provided rent free.

Duration of Engagment – Initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and therefore, applicants should be under 47 years at the commencement of the engagement.

The closing date for the receipt of applications is 1 April 1983. Requests for application forms should be made on a post card or by telephone, quoting the job reference, before 4.30pm to: Service Children's Education Authority MOD/5/40, Teacher Appointments Section, 1AE Court Road, Eltham, London SE9 5NR. Telephone: 01-859 2112 Ext 221 or 238.

SCEA

REPUBLIC OF SINGAPORE
Teachers of English in Secondary Schools

Applications for the above posts are invited from qualified teachers of English holding Honours Degrees (or equivalent qualifications) in English or the Humanities, who have successfully taught English in British Secondary Schools at least up to GCE 'O' level standard. Preference will be given to candidates with Honours Degrees in English who have more than three years relevant experience. Interviews are scheduled to be held in London in mid-May 1983 and successful applicants will take up their appointments at the beginning of the academic year in January 1984.

There are presently 125 native-speaking English teachers in Singapore Secondary Schools, almost all of whom have been recruited from Britain during the last three years. Although many of these teachers are teaching English up to Singapore/Cambridge University GCE 'A' level standard, there is now a greater need for teachers to teach students in the Secondary one to Secondary four range (12–16 years) who will eventually sit for the Singapore/Cambridge University GCE 'O' level examinations.

Teachers appointed to the Singapore Education Service will have the opportunity of working with highly motivated students, who live in a society which has a high regard for education and which puts a premium on academic success. They will also have the opportunity of living in a rapidly developing modern city but one which still retains the traditional life-styles and cultures of its peoples.

The basic terms of service include the following:
- *Renewable 2 year contracts offering the prospect of long term service.
- *Basic salaries ranging from £6287–£17,606 p.a.
- *Additional housing allowance varying according to marital status.
- *Children's education allowance where applicable.
- *Tax free superannuation benefits amounting to 22% of total salary inclusive of allowances.
- *Medical benefits.
- *Baggage allowance.
- *Free passage for home leave after each 2 year contract.
- *Interest free settling-in loan.

For application forms and an information booklet please write to or telephone: Teacher Recruitment Unit, Singapore High Commission, 5 Chesham Street, London SW1. Tel: 01–235 5376 (Jackie), 01–235 9067/8/9 (Evelyn).

Completed application forms should be returned by 15th April, 1983.

Aerodynamics Instructor

An Aerodynamics Instructor is needed for our training staff at the King Faisal Air Academy at Riyadh in Saudi Arabia, where British Aerospace is responsible for training Saudi nationals in various skills needed in the operation and maintenance of a modern air force.

This is an excellent opportunity for a man with the right qualifications and experience to earn a high *tax-free* salary as an Aerodynamics Instructor . . .

. . . working in Saudi Arabia with **BRITISH AEROSPACE**

The successful applicant will be required to instruct student pilots of the Royal Saudi Air Force in the design and aerodynamic performance of modern high-speed aircraft. Preference will therefore be given to applicants, aged 25-50, who have a good degree in Aeronautical Engineering and at least three years' teaching experience. Consideration will, however, be given to those with HND/HNC in this discipline and at least five years' teaching experience.

In addition to the high *tax-free* salary and annual incremental rises, successful applicants will receive free accommodation, messing and medical care and other benefits, including generous travel-paid UK leave.

Please apply in writing giving brief details of appropriate experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept-009/TES FREEPOST, British Aerospace Aircraft Group, Warton Division, Warton Aerodrome. Preston, Lancs. PR4 1LA.

BRITISH AEROSPACE
Unequalled in its range of job opportunities

OVERSEAS
continued

GREECE
Wanted T.E.F.L. teachers, preferably married couple from autumn 1983 to summer 1984. A fully furnished flatlet is provided.
Write to Mrs. M. Perdikopoulou Nearchou. 20 Av. Eleftheriou Str. Xanthi, Greece. (19689) 460000

ITALY
ROME
International Co-Education Day School 5 - 18 years with English curriculum, required graduate teachers with at least two years experience for September 1983 in the following subjects: English throughout the secondary school to 'O' and 'A' Level (experience in teaching drama an advantage), and Music/Drama for the entire age range:
Applications by express letter giving curriculum vitae and telephone number, the names, addresses and telephone numbers of three referees and including any relevant documentation to: The Chairman, The New School, via Della Camilluccia 669, 00135, Roma, Italy. Closing date for applications 30th March 1983. Interviews to take place in London 14th to 16th Arpil 1983. (57418) 460000

ITALY
Qualified and experienced T.E.F.L. required.
C.V. photo and 2 referees to Director, Filadelfia School of English, Rivoli, Turin. (19692) 460000

KENYA
IMANI SCHOOL
P.O. Box 750, Thika, Kenya
Vacancies will occur for qualified experienced teachers for two year contracts commencing September 1983.
The school is a private co-educational day/boarding institution set in spacious grounds 28 miles north of Nairobi.
Principal vacancies will exist in French/Geography to 'A' Level and for a P.E. Specialist who is also able to offer General Subjects in the Prep Scool.
Boarding duties are expected and the successful applicants will have shown a committed involvement to extra-curricular activities in previous employment.
Full c.v. including the names of two referees should be sent to the Headmaster to reach him by March 31. (54492) 460000

KENYA
The Government of Kenya seeks many teachers qualified to teach to 'A' level in ENGLISH MATHS, PHYSICS, CHEMISTRY, FRENCH, MUSIC for September.
Applications welcome from those qualifying this year. Teaching couples welcome. Applications only from within Britain/Ireland, and from those with Christian values and concern. Interviews in April.
For full details send s.a.e. to: Christians Abroad, 15 Tufton Street, London SW1P 3QQ. (66730) 460000

LIBYA
THE BRITISH SCHOOL
Benghazi
Required for September, married couple, both qualified primary teachers with no children. Two year contract. Furnished accommodation. Interest free car loan. Employer's superan. Annual air fares to UK and Malta. Salary LD 800 gross p.m. each. (Currently LD 1 = £2.00 approx).
CV and references to Headmaster, 50 Morana Avenue, West Mersea, Colchester CO5 8JL.
Closing date 31 March. Interviews 4 - 12 April. (65341) 460000

MILAN
SIR JAMES HENDERSON SCHOOL
Milan
Requires for 1st September 1983 a teacher of Girls' PE/History to 'O' Level, and a teacher of Physics to 'A' level, able to offer Maths or Computer Science to 'O' Level. Interviews in London, early May.
Please write for application form and further details: Box TW, European Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. (65918) 460000

NAMIBIA
The Rossing Foundation invites applications for four posts at the Arandis Secondary School, which was opened in 1981 and now has approximately 300 children in Junior classes up to Standard 8 (one year below 'O' Level).
2 English, 1 Maths, 1 Science.
Quals. Qualified secondary teacher with min. 2 yrs. exp. in subject offered. Young single teachers or teaching couples without children. Africa exp. desirable. UK residents only can be considered. Salary: Rands 10,500 - 17,700 p.a. paid locally (£6,400 - £10,860). Salary scales are due to be reviewed during 1983.
Benefits: Free accommodation in single quarters, free air passages at beginning, mid point and end of contract; hospital facilities available. 42 days leave p.a.
Tour: Min. 24 months with option to renew. The school is in a new village serving a variety of ethnic groups - a new concept in Namibia. Teachers share in extra-mural activities in the community.
Interviews will be carried out in London during the week commencing 25th April 1983 and appointments to be taken up in January 1984.
For further details apply with c.v. to: C.C. Machin, Group Management Development Adviser, RTZ Services Limited, 6 St. James's Square, London SW1Y 4LD. (57253) 460000

THE BRITISH COUNCIL

The KELT Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries.
Applications are invited for the following posts:

KENYA
Lecturer in English
Siriba Teachers' College, Maseno

Lecturer in English
Kagumo Teachers' College, Nyeri

Reference: 83 K 5–6

Duties: (both posts) to contribute to the production of a teacher training programme in the English Department, including language skills and methodology for a 2 year course for non-graduate teachers of English; to assist in planning and executing a programme of staff development within the English Department; to contribute to the production of materials as appropriate; to teach for up to a maximum of half the normal teaching load in order to develop and assess the programme; to work with the Kenya Institute of Education panels in developing/expanding the new syllabus for the 2 year Diploma, and with the Ministry of Education on the development of the Diploma examinations.

Special Qualifications: Candidates, preferably aged between 35 and 50 years, should have at least 5 years experience in teacher training at secondary level, including syllabus design and materials production.

Salary: £9,243–£11,398 per annum.

Overseas Allowance: £Nil–£450 per annum depending on salary and marital status.

SUDAN
Senior Lecturer in English for Academic Purposes
University of Juba, Juba

Reference: 83 K 8

Duties: to teach 1st and 2nd year students communication skills for 10–14 hours per week and on the annual pre-sessional intensive course; to design courses; to prepare, pilot and revise materials for eventual publication; to develop and test examinations as required; to train a counterpart; to administer the work of the English Department which involves attendance at meetings, policy development, liaison with the University authorities and record keeping.

Special Qualifications: a minimum of 5 years' experience in TEFL overseas, including ESP/EAP and materials writing. Previous overseas experience, preferably in Africa or alternatively in the Arab world and ideally at tertiary level, is essential and knowledge of Arabic useful. Candidates should have pioneering spirit.

Salary: £9,243–£11,398 per annum.

Overseas allowance: £Nil–£2,535 p.a. depending on salary and marital status.

TANZANIA
Adviser in English Language Teaching
Ministry of Education, Zanzibar

Reference: 83 K 7

Duties: to co-ordinate pre-service and in-service training programmes to develop a cadre of Zanzibar teacher trainers for Primary level English; to advise and co-ordinate the work of the British Volunteer Teachers in Zanzibar and their Zanzibari colleagues in order to design a syllabus, text books and low cost materials suitable for ELT in Primary schools.

Special Qualifications: candidates should be male and preferably between the ages of 35–45 years, and have an MA in Applied Linguistics. A minimum of 5 years TEFL experience overseas is required including teacher training and project administration. Experience of Primary English curriculum design and basic conversational Swahili are desirable.

Salary: £10,528–£14,663 per annum.

Overseas allowance: £123–£5,023 p.a. depending on salary and marital status.

General Qualifications: Essential for all KELT posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3–5 years teaching experience, including at least 2 years' TEFL overseas. All candidates must be UK citizens, preferably aged 30–50, with a British educational background.

Benefits: Salary free of UK income tax; variable overseas allowance; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contracts: will be for 2 years initially with the British Council.

Closing date for applications: 13th April, 1983.

Interviews April/May, 1983 for appointment in September, 1983 or earlier.

For further details and an application form please write, quoting the post reference number to: KELT Section, Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

OVERSEAS
continued

The Department of Education requires qualified Teachers for the following posts:

PHYSICS

(Group II Boys' Comprehensive)
1 post offering physics up to 'O' level, with general science in the lower school.

BIOLOGY

(Group II Girls' Comprehensive)
1 post offering biology up to 'O' level, CSE Human Biology, and integrated science in lower school.
Ability to teach a second science up to 'O' level an advantage.

SPECIAL EDUCATION

(St Martin's Special School – Group 3S)
1 post seeking teacher qualified for handicapped children, able to take wide range of ability/handicap, mainly ESN (s), 4–15 years old.
Experience with hearing impaired children an advantage.
Salary is 97% of Burnham Scale 1.
Subsidised hostel accommodation available. Return air passage, baggage expenses and employer's share of superannuation contribution are paid.
Successful applicants will be required to take a medical examination.
Application forms obtainable from: The Manager, Gibraltar Tourist Office, 179 The Strand, London WC2R 1EH. (Tel: 01-836 0777).
Completed application forms should be returned to The Secretary, Public Service Commission, Government Secretariat, Gibraltar, not later than Monday, 18th April 1983.

OVERSEAS

Voluntary Service Overseas has vacancies for several teachers of commercial subjects for departure in August 1983.

In Tanzania, one Teacher of Commerce and one Commerce/Accounts to 'O' level, both to replace volunteers who have recently left. Qualifications required: a Degree in Business Studies (or equivalent) plus P.G.C.E.

In Sierra Leone, one Teacher of Secretarial Skills and one of Typing/Accounts in secondary schools. Qualifications required RSA Stage III, plus teaching qualification preferred. Also one Lecturer/Tutor of Business Studies in a Teacher's College. Qualifications required: Degree plus P.G.C.E. and preferably some years' experience.

In Sri Lanka, two Teachers of Shorthand, Typing and some English. One will be in a Vocational Institute, the other in Polytechnical Institute working on curriculum development. Qualifications required: RSA Stage III and, for the second post, teaching qualification plus experience.

For details of these and other posts contact the Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW, quoting reference MR 483. (SAE appreciated). (See also our display advertisement in 'Overseas' section). (54725) 460000

English Language Centre

University of Petroleum & Minerals
Dhahran, Saudi Arabia

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-english-medium technical courses leading to Bachelors' Degrees in Science, Engineering and Management. The centre currently employs some 70 Teachers (British, American, Canadian and Australasian) and is expected to expand. The programme is biased towards English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced Teachers of English as a foreign language as from September 1983. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS:
1. M.A in TEFL/TESL or Applied Linguistics.
or 2. Postgraduate Diploma in TEFL or TESL from a recognised University.
or 3. Postgraduate Certificate in Education (TEFL/TESL).

EXPERIENCE:
Minimum two years' teaching experience in TEFL/TESL overseas.

STARTING SALARY:
Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:
1. Rent-free, air-conditioned furnished accommodation. All utilities provided.
2. Gratuity of one month's salary for each year worked, payable on completion of final contract.
3. Two month's paid summer leave each year.
4. Attractive educational assistance grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for University's ongoing summer programme and evening programme with good additional compensation.
7. Outstanding recreational facilities.
8. Air fares, excess baggage allowance and per diems paid at beginning, middle and end of contract.

CONTRACT: For two years renewable.

Write for an application form quoting this advertisement and include a complete curriculum vitae (it is vital that you include this information, and only this information, at this stage) to:

**Dean Of Faculty & Personnel Affairs,
University of Petroleum & Minerals,
P.O. Box 144, Dhahran International Airport,
Dhahran, SAUDI ARABIA.**

Educational Posts Overseas.

THE BRITISH COUNCIL

BAHRAIN

Post 1 Teacher of French
Post 2 Teacher of English Language and Literature
Post 3 Teacher of Mathematics
Post 4 Teacher of Maths/General Science

Bahrain School, Jufair
Reference: 83 A 37–40

The Bahrain School is an English-medium International School, with excellent facilities, providing Primary and Secondary education for boys and girls. Appointees will teach in the British Curriculum section of the Secondary school. (400 pupils aged 11–18)

Duties: Posts 1–3 will teach levels I–V (11–17 years); post 4 will teach forms I–III (11–14 years). For forms I–III the syllabus is locally prepared as a basis for later CSE and GCE 'O' level work undertaken in forms IV and V. An ability and willingness to assist in extra-curricular activities would be an advantage.

Qualifications: Candidates should be British citizens preferably aged 25–45 and with a British educational background. They should be degree holders with a PGCE or diploma and at least two years relevant teaching experience. A B.Ed would be desirable.

Salary: Likely to be in the scale BD5698–BD7291 per annum (£9,944–£12,724 at £1 = BD0.573) tax free, paid in Bahraini Dinars; plus cost of living allowance on scale BD655-BD735 p.a.; post differentials of 15% of basic salary and incidental allowance of 15% of basic salary.

Benefits: Housing allowance; annual increment; annual passage-paid leave for postholder and family (children unmarried and under 21 years); baggage allowance. One year contract, renewable, guaranteed by the British Council.

Starting date: September, 1983.
Closing date for applications: 9th April, 1983.

SUDAN

Khartoum International Primary School
8 Assistant Teachers
Reference: 83 A 13–20

The International Primary School is a private school based on the British educational system with English as the medium of instruction, and has 280 children of many nationalities aged 5–11.

Duties: To teach the full range of general subjects at primary level.

Qualifications: Candidates, single or married teaching couples only, must be native English speakers with a UK primary teaching certificate or its equivalent. It is expected that most of the successful candidates will be young newly qualified teachers without teaching experience, but it is hoped that some will have a year or two of experience.

Salary: The emoluments consist of a taxable and a tax free component in Sudanese pounds, a tax free sterling component, and a gratuity on completion of two years, currently totalling approximately £4,535–£5,692 net, based on £1 = LS2.0182. There is also an annual bonus.

Benefits: Free shared furnished accommodation, electricity allowance of LS20 per month, free medical treatment, annual passage paid leave, settling in allowance and 2 year contract guaranteed by the British Council.

Starting date: Between 1st and 31st August, 1983.

Applications should reach us by the end of March if possible.

THAILAND

Director of Studies, British Council Centre, Bangkok.
Reference: 83 D 29

Duties: To be responsible for teacher management and staff development; in-service training; classroom observation and counselling; testing and test development; materials policy and English Language Teaching for a minimum of 4 hours per week.

Qualifications: Single candidates, or married with ELT qualified spouse, between the ages of 28–45 who should have a degree, or teaching qualification; a PGCE (including TEFL) or dip. TEFL; an MA in Applied Linguistics or an MEd(TEFL). A minimum of 5 years teaching experience is needed preferably including administration.

Salary: Baht.30,833 (approx. £10,000 per annum according to the rate of exchange).

Benefits: Fares, baggage allowance, rent allowance, one year contract, renewable.

Starting date: 1st July, 1983.

For further details and application form, please write quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

Where will you be tomorrow?



A few months ago around 200 people were taking leave of this country for two years. Now they can be found working as teachers in developing countries throughout the world.

Will you be joining them this Autumn? If you do, you'll be helping a developing country to realise self-reliance through education; to gain access to vital medical, technical and commercial skills.

It's teaching at its most fundamental, often with a challenging lack of facilities.

PRIMARY TEACHERS work as college based or in-service teacher trainers, or sometimes in secondary schools.

SECONDARY TEACHERS develop English language, maths, science and vocational subjects such as commerce, home economics.

EFL/ESP TEACHERS work with higher education students, many of whom will become teachers.

Most will be trained and experienced. All must be aged between 20 and 65, have no dependants and be willing to spend two years overseas on a local salary only.

For details of posts starting this Autumn contact:

Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW. (Please quote ref. TEB 3/83 Sae appreciated.)

25 YEARS VSO WORKING OVERSEAS

Education for development

OVERSEAS
continued

SUDAN

The Sudanese Ministry of Education needs teachers of English for its Higher Secondary Schools. Applications will be accepted from degree holders and qualified teachers. Teachers experience an advantage. Applications from couples are welcome. A modest salary is paid at local rates.

Further information and application forms available from: ELT Recruitment Officer, Sudan Cultural Council, 31 Rutland Gate, London SE7 1PG. (Closing date 18th April.) (54471) 460000

SWITZERLAND

GENEVA ENGLISH SCHOOL. Required for September 1983, two versatile Infant/Junior qualified class teachers. Interest and experience in the teaching of Music and/or Girls' Games an advantage.

Please send letter of application with photograph, curriculum vitae and the name, address and telephone number of two referees, or copies of two recent testimonials to: The Headmaster, Geneva English School, 11, Chemin des Rayes, 1222 Vesenaz/Geneva. (19619)

SOFIA

ANGLO-AMERICAN SCHOOL OF SOFIA
Requires for September 1983, 2 primary teachers for grades 1 and 3 (pupils 5 to 9 years). One post may concentrate mainly on ESL/Library, within this age range. Teaching couple (maximum 1 accompanying child) preferred, but 2 single female teacher also considered. Interviews in London, early April.

Please write for application form and further details, Box 8, European Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. (65917) 460000

SWITZERLAND

ST. GEORGE'S SCHOOL for girls (ages 11 - 18 years) Requires an experienced and qualified teacher to take charge of its lowest form and to teach general subjects. An interest in Home Economics would be an added advantage.

Further details and applications with full C.V. and names of two referees to the Principal, St. George's School, 1815 Clarens-Montreux. (57354) 460000

TOKYO

Quality English language school in Tokyo wishes to recruit 2 experienced EFL teachers for April - 2 years contract.

Rush C.V. and photo to: The Director, Gaya House, 133 Earlham Road, Norwich. (57644) 460000

SOUTH AFRICA

HEADMASTER
ST. MARTIN SCHOOL

Johannesburg

This is an Anglican Church Coeducational non-racial private school for pupils aged 6 - 18 with a post matriculation form offering British A levels.

Applications for this post which will become vacant early in 1984 are invited from suitably experienced graduates with professional qualifications who are communicant members of the Anglican Church. Further details from the Bursar St. Martins School, Rosettenville 2197 Johannesburg. (19501) 460000

SPAIN

Applications are invited for the following positions for September in a school for English speaking pupils. Minimum contract 2 years. Interviews will be held in London in April or early May.

1. GEOGRAPHY Teacher to prepare pupils for O and A levels of the GCE.
2. JUNIOR SCHOOL Teacher for 6/7 year olds, qualified to teach music.

All applicants should be suitably qualified and have at least two years' teaching experience.

Applications, with photograph, telephone numbers, names of two references and full details of background and experience to Headmaster, Kensington School, Carretera de Esplugas 86 bis, (Pedralbes), Barcelona 34, Spain. (55211) 460000

TURKEY

TURKEY
Three English language secondary schools (college preparatory) in Turkey announce the following openings:
IZMIR AMERICAN SCHOOL FOR GIRLS
1) general science and chemistry
2) English language and literature
TARSUS AMERICAN SCHOOL (CO-ED)
1) middle and upper school English language and literature (four openings)
2) middle school mathematics
3) middle and upper school mathematics (two openings)
4) preparatory and middle school arts and crafts
5) senior school librarian
USKUDAR (ISTANBUL) AMERICAN SCHOOL FOR GIRLS
1) upper school English
2) upper school art
3) upper school physics and general science
4) administrative assistant
Teachers must have a D.E.S. teaching certificate for secondary level in the subject to be taught. Salary is partially payable in U.S. Dollars and in addition school provides transportation, baggage allowance, medical, stage insurance, and semi-furnished accommodation for two year contract.

Send complete resume and photo copies of University degrees, teaching certificate and D.E.S. number to: Douglas M. Hill, Principal, Amerikan Kiz Lisesi, Goztepe, Izmir, Turkey. Arrangements will be made for a personal interview in London. Please send me an invoice for the cost of the two issues. It will be paid by sterling cheque against a London bank as soon as it is received. (65796) 460000

UNITED ARAB EMIRATES

Required for September 1983, U.K. trained, fully qualified and experienced preparatory school teachers with a minimum of 5 years preparatory school experience.

Staff with the following specialised fields of knowledge and interests are required - Computer Education in the primary school. Language Development across the curriculum. Co-ordination of extra curriculum activities. Drama. Music.

Experience in preparing children for entry into preparatory schools is also desirable.

All applicants should be totally committed and professional teachers, interested in the overall welfare of the children in the school and willing to give much more than classroom tuition.

An active interest in extra curricular activities is necessary.

Applicants who meet these requirements should apply in own handwriting with full curriculum vitae and the names of two referees to Miss M. Roach, Al Khubairat Junior School, P.O. Box 4001, Abu Dhabi, United Arab Emirates. (19616) 460000

Sports Teacher required for school in Middle East; wife to teach English. Wanted for October 1983 to June 1985. Tax free; accommodation free. Salary negotiable.

Please apply with c.v. and two referees to Box No T88 4357 The Times WC1X 8EZ. (65912) 460000

NIGERIA

LECTURER IN HIGHWAY ENGINEERING

A Highway Engineer with lecturing or training experience is urgently needed to teach in-service Technicians and develop new courses in this World Bank sponsored project.

Remuneration equivalent to £18,000 tax free, free housing and car. Training Centre on beautiful beach one hour from Lagos.

Write or phone: Paul Ryall
ORT House
3 Sumpter Close
Finchley Road
London NW3 5HR
Tel: 01-431 1333

Campion School Athens

Campion Established 1970

The Campion Group of schools comprises four separate co-educational international schools in different parts of Athens with a total enrolment of 980 pupils between the ages of 3 and 18. There are approximately 100 academic staff, the majority trained in the United Kingdom. It is in membership of G.B.A. and the headmaster is an overseas member of H.M.C. Applications are invited for the following posts for September 1983:

- HEAD OF BOY'S PHYSICAL EDUCATION
- PHYSICAL EDUCATION TEACHER FOR SENIOR BOYS

Both these posts are based on the Senior School (11 to 18). The main school sports are football, hockey, basketball, volleyball, cricket, swimming, athletics (including cross-country) and gymnastics. An interest in outdoor pursuits would be an advantage. For the first post, candidates should have about five years experience and some proved administrative ability; for the second, candidates should have one or two years experience.

- GRADUATE ENGLISH TEACHER
- GRADUATE GEOGRAPHY TEACHER

Both these posts are based on the Senior School and would involve teaching up to A-level. Candidates should ideally have three years experience and be willing to make a major contribution to out-of-school activities. For the Geographer a particular interest in physical geography and familiarity with modern quantitative methods would be an advantage. For one of the posts, recent experience of education in the United States would be an advantage.

- WOODWIND AND BRASS TEACHER

This post, a new one, is based on the Senior School and involves mainly individual tuition but a candidate is looked for who would contribute to all aspects of the expanding music department.

- JUNIOR CLASS TEACHERS
- PHYSICAL EDUCATION TEACHER FOR JUNIOR GIRLS

These posts are based on one of the two Junior Schools (7 to 11) and could be filled by a suitably qualified married couples with one or two years experience.

All the posts would be on renewable three-year contracts. Interviews will be in London or Norwich in the week beginning 11th April, 1983. Applications, (please include telephone number) together with names, addresses and telephone numbers of two referees should be sent to The Headmaster, Mr. A. F. Eggleston, OBE, MA (Oxon), P.O. Box 9, Paleo Psychico, Athens, Greece (Telephone – 010301-6133883) by express mail or (for late applications) to Garden House, Chester Place, Norwich, NR2 3DG (0603-616025).

Government of BRUNEI



Brunei, which has close links with the United Kingdom, is situated on the North West Coast of Borneo. Malay is the official language but English is widely used. Brunei is one of the largest producers of oil and liquid natural gas in the Commonwealth, it has a population in excess of 200,000 and the Department of Education is committed to a progressive development programme.

To fulfil these objectives we require:

Education Officers (Technical English)

There are two positions to be filled and applications are restricted to men only.

Qualifications:
(a) Honours Degree
(b) Diploma in Education
(c) TEFL or ESP Diploma

In addition teaching experience in a Technical College and/or experience for BEC and TEC Courses would be advantageous.

Duties:
To teach a wide range of courses from craft to technician level including BEC and TEC courses. To prepare teaching materials and language laboratory software.

Age Limit: Up to 50 years.

Education Officers

There are several opportunities for teaching the English language in Primary Schools and in Secondary Schools to 'O' and 'A' level students. Also to provide tutorials and/or ECA in the afternoons/evenings or on some occasions during weekends.

Qualifications:
(a) Honours Degree with English Language as the major subject.
(b) Further qualifications desired, if possible are, a Postgraduate Certificate in Education or Diploma in Education; at least 5 years' teaching experience and a TEFL for English would be preferable.

Age Limit: Up to 50 years.

Salaries:
For all positions up to a maximum of £13,899 pa tax free, according to qualifications and experience.
Note: All salaries are based on exchange rate of £1 = $3.1425 Brunei Dollars as at 28th February 1983.

Benefits:
25% tax free gratuity, generous subsidised housing, free air passages, children's educational allowance and holiday visit passages, generous paid leave and interest free car loan.

Initial appointments for all posts will be on a 3 year renewable contract basis. For further details and application form please write to or contact:

**The Brunei Commission
Recruitment Unit
Brunei House, 49 Cromwell Road
London SW7 2ED
Tel: 01-581 0521, extn. 34**

Closing date for applications 5th April 1983.

Administration Local Education Authority

BUCKINGHAMSHIRE COUNTY COUNCIL

MILTON KEYNES AREA EDUCATION OFFICE
Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY
SENIOR ADMINISTRATIVE OFFICER
AP5/SO1 - £7,791 to £9,351

To lead the staffing section and give general oversight to certain financial functions of the Area Education Office. Ideally, the person appointed should have a detailed knowledge of teachers' Conditions of Service.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details available from J.A. Glanvey BSc Med, Education Officer, Milton Keynes Area Education Office, on receipt of a foolscap stamped addressed envelope.

Closing date: 5th April 1983. (57780) 480000

CHESHIRE COUNTY COUNCIL

ASSISTANT COUNTY CAREERS OFFICER (SPECIAL SERVICES) PO1AB
ADVISORY WORK WITH HANDICAPPED YOUNG PEOPLE

Applications are invited for the above post within the Cheshire Careers Service to facilitate careers advisory provision for handicapped young people in the County. The post holder will be based at County Hall, Chester, and will have overall responsibility for the work operating in Chester, Vale Royal, Crewe and Congleton areas. A car user allowance will be paid.

Salary within the range £9,504 - £11 184 p.a.

Application forms and further particulars are obtainable from The Director of Education, Cheshire County Council, County Hall, Chester. Tel Chester 602326.

Closing date: 1st April 1983. (57698) 480000

CITY OF BIRMINGHAM

WEST MIDLANDS ADVISORY COUNCIL FOR FURTHER EDUCATION
(incorporating the union of educational institutions)
DEPUTY SECRETARY
SALARY SCALE PO1(F)
£10,860 - £12,174 (Post vacant on 1st June 1983)

Candidates male or female should have appropriate qualifications and previous experience in further education for this senior administrative and executive post.

Application forms and further particulars may be obtained from the Chief Education Officer, Personnel Branch, Education Office, Margaret Street, Birmingham, B3 3BU. Tel: 021-235-2601 to whom completed forms should be returned by Friday 1st April, 1983. Canvassing will disqualify. (54331) 480000

BUCKINGHAMSHIRE EDUCATION DEPARTMENT

The Authority wishes to fill the following vacancies which arise through retirements and some restructuring of the Advisory Team:

Senior Adviser
(Wycombe Area)
Burnham HT Group 11 £16,458–£17,682 pa

The main responsibility of the Senior Adviser is to co-ordinate advisory support and stimulate educational development in the High Wycombe area. The successful candidate will also carry countywide responsibility for an aspect of work such as multi-cultural education or cross-curricular projects. Applicants should have held senior posts in primary or secondary schools and have advisory experience.

General Advisers (3)
Burnham HT Group 9 £14,316–£15,510 pa

Middle Years and Religious Education
Business Studies/Economics
English and General Language Development

The Middle Years Adviser should have substantial experience in primary education, probably including Headship of a primary or middle school. Applicants should be able to advise on Religious Education in all types of school.

Applicants for the Business Studies post which is new should be graduates with good teaching experience at a senior level in secondary schools and further education experience would be valuable. The successful candidate will be expected to promote curriculum development across the whole ability range, mainly for the 14–18 age group. Such activities as the Young Enterprise Scheme will need to be supported and further promoted.

Applicants for the English post should be well qualified and have had varied experience in primary and/or secondary schools. The challenge of this post will be to stimulate and support development of language work in its widest sense. The successful applicant will also be responsible for advising on Drama.

Applicants for all four posts should indicate their other interests as the allocation of responsibilities may be varied to some extent depending on the abilities and interests of those who apply.

Further details and application forms from Chief Education Officer (C1), County Hall, Aylesbury HP20 1UZ, on receipt of s.a.e. Closing date for applications 4 April 1983.

ilea Inner London Education Authority

Inspector for Art and Design (District Rank)

Salary range £17,184–£18,624

plus £1,284 London Weighting Allowance

Applications are invited for the post of Inspector to advise upon, inspect and develop art and design studies mainly in further and higher education but including some areas of work in adult education institutes and schools.

Applicants should possess appropriate qualifications and have had wide teaching experience including some at a high level in further or higher education.

Inspector for Home Economics

Salary Range £13,812–£15,492

plus £1,284 London Weighting Allowance

Applications are invited from women and men with appropriate qualifications for the above post. Applicants should have substantial teaching experience in schools and/or in further and higher education and should be able to make a major contribution to the development of at least one and preferably two of the specialist areas which are the responsibility of the Home Economics and Catering team. The person appointed will have responsibility for a teachers' centre and for the work of advisory teachers and will be expected to promote curriculum development and in-service training for teachers in several phases of education. Evidence of an interest in promoting new approaches which take into account equal opportunities for boys/girls, men/women, will be an advantage.

Application forms and further details are obtainable from the Education Officer (EO/Estab 1b), Room 365/366, the County Hall, London SE1 7PB. (Please enclose a stamp addressed envelope).

Completed forms should be returned no later than 6 April 1983.

Please indicate for which post you wish to be considered.

ILEA is an equal opportunities employer

Director of Education

£22,551 – £24,054

The London Borough of Harrow is seeking to appoint a suitably qualified and experienced person to succeed the present Director of Education, Michael Johnson, who is retiring.

The successful candidate will be the principal adviser to the Council for the Education and Library functions, primarily through the Education and Leisure Committees.

As well as providing policy advice to Members of Council and to the Education Service, the postholder will be responsible for co-ordinating the work of the Education Service with that of other Departments.

The Director will be expected to contribute to the overall management of the Council's affairs as a member of the Directors' Group which is chaired by the Chief Executive. The Council is therefore seeking a candidate who has had a successful career in the Education Service, including teaching experience, and has had recent experience at a senior management level with a local Education Authority.

For an informal discussion telephone Michael Johnson, Director of Education, on 01-863 5611, Ext. 2304. Or, for application form and further particulars, Malcolm Hughes, Chief Personnel Officer, London Borough of Harrow, PO Box 57, Civic centre, Harrow, Ext 2136. Closing date for applications: 15th April 1983.

Harrow an equal opportunity employer

HAMPSHIRE EDUCATION AUTHORITY

County Adviser for Physical Education

Grade: Head Teacher Group 9

£14,316 – £15,510

Required to lead a team of five specialist Physical Education Advisers.

Application form and further particulars available from Education Personnel Unit, The Castle, Winchester SO23 8UG, Tel: Winchester 54411, Ext. 455 quoting post number EPU.03.026. Returnable by 5th April.

ADMINISTRATION LEA

continued

OLDHAM

OLDHAM COLLEGE OF TECHNOLOGY
Rochdale Road, Oldham OL9 6AA
Tel. 061-6245214

CHIEF ADMINISTRATIVE OFFICER AND REGISTRAR

Applications are invited for the above post of this Group 6 College which falls vacant on 31st March 1983 following the retirement of the present holder.

The post is graded SO2 and the current salary scale £9,504 to £10,071.

Further particulars and an application form which should be returned by 8th April 1983, are available from the Principal at the college. (57657) 480000

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

EDUCATION DEPARTMENT

PRINCIPAL CAREERS OFFICER
Grade P.O. I (6 - 10)
£10,860 to £12,174

Applicants should be suitably qualified and have had experience at a Senior Level in the Careers Service.

Closing date 8th April 1983.

Requests (quoting Ref. No. 328 and enclosing s.a.e.) for application forms and further details, should be made to the Personnel Officer, Town Hall, West Bromwich B70 8DX.

An equal opportunity employer. A Union Membership Agreement is in operation. Canvassing of members of the Authority will disqualify. (57600) 480000

DURHAM

COUNTY COUNCIL CAREERS SERVICE
TRAINEE CAREERS OFFICER

Applications are invited from graduates or equivalent for the above post (Post Number CS4) (Salary depending on age and qualifications within the range £4,014 - £5,208).

The Trainee will be seconded on a one-year full-time course leading to the Diploma in Careers Guidance commencing in September 1983.

A Union Membership Agreement is in operation and applies to this post.

Further details and application forms, returnable by Friday, 8th April, 1983, from The Director of Education, County Hall, Durham, on receipt of a stamped addressed envelope. Please quote Post Number CS4 when asking for an application form. (19628) 480000

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
Directorate of Education and Recreation

EDUCATION WELFARE OFFICER
£5,805 - £6,747/£7,470 p.a. inc. Plus Essential Car User Allowance

The person appointed will become a member of a team to liaise between school, home, Schools Division and other social work agencies, dealing with a wide range of problems which arise in the home or school and affect the education of a child or young person.

Applicants should either hold a Certificate in Education Welfare, a Social Work qualification or have appropriate experience.

A current driving licence is essential and an 'essential user' car allowance is payable.

Application forms and further details for the above post are obtainable from the Director of Education and Recreation (Ref. 4/JH), Guildhall II, Kingston upon Thames, Surrey. Tel: 01-546 2121, Ext. 2316.

Closing date: 5th April 1983. (57779) 480000

Assistant Officer in Charge

£8,922–£9,828 (non-resident)

Required for two purpose-built linked hostels giving progressive care to mentally handicapped adults and preparing suitable residents for ultimate discharge to individual or grouped housing units within the community. Hostel accommodation for the residents ranges from four support facilities to self catering single bedded flats. The majority of residents attend an Adult Training Centre or follow outside employment.

Applicants should be suitably qualified with experience of current training and rehabilitative techniques for the mentally handicapped.

In service training facilities are available.

National Conditions of Service apply, including a sleeping-in allowance of £6.32 per night. This is a non-residential post though a two bedroomed self contained flat is available, the charge for which is currently under review.

Informal enquiries to Mr Fairhurst, Tel: 01-807 7101. Application forms from the Director of Social Services, PO Box 59, Civic Centre, Silver Street, Enfield. Tel: 01-366 9408/7. Closing date 31st March 1983. Please quote reference SS/898.

London Borough of **Enfield**

PRINCIPAL OFFICER

(Teachers Staffing)
PO2 b/c £12,801–£14,676

To have special responsibility for:

(a) the staffing at schools – both policy formulation and implementation.

(b) all matters connected with the constitution and functions of governing bodies of schools.

The successful candidate is likely to have at least two of the following: A degree or equivalent qualification, varied teaching experience, administrative experience at a senior level in an Education Department.

PRINCIPAL OFFICER

PO1 b/c £10,071–£11,184

Applications are invited from suitably qualified graduates for this post of Professional Assistant in the County Education Office. The duties, which are suitable for a teacher wishing to enter administration, are varied and will provide the opportunity to gain valuable experience of the management of the education service in a large Authority.

Closing date for both posts: 5th April 1983. These posts are open to both male and female applicants.

Application forms and further details available from County Education Officer (P), PO Box 47, Chelmsford, Essex CM1 1LD. Tel: 0245-67222, Ext. 2826.

ESSEX County Council

METROPOLITAN BOROUGH OF **Rochdale**

EDUCATION COMMITTEE

General Adviser (Primary and Middle Years)

Burnham HT Group 10 – £15,249–£16,443

Applications are invited for the above post from well qualified candidates with distinctive teaching experience and possessing a specialist capability in mathematics.

An essential user car allowance is payable, applicants must possess a full current driving licence.

Assistance with removal expenses and housing accommodation may be available.

This is a re-advertisement and previous applicants will automatically be reconsidered.

Application forms available (quote F612) from the Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel. 47474, Ext. 662) to be received not later than 8th April 1983.

THE SCOTTISH SPORTS COUNCIL

Invites applications from suitably qualified men and women for appointment as

DEVELOPMENT OFFICER in the SPORTS DEVELOPMENT DIVISION

Applicants should have experience in the development of one or more sports, with interest in a wide range of sports and a knowledge of the work of the relevant statutory and voluntary bodies. A professional qualification in an appropriate discipline would be an advantage.

Salary scale: £9,808–£12,237. Contributory pension scheme.

Full particulars and application form obtainable from:
The Secretary (AD), The Scottish Sports Council,
1 St Colme Street, EDINBURGH, EH3 6AA
Tel: 031-225 8411.

Closing date for applications is 8 April, 1983.

Ealing London Borough

EDUCATION DEPARTMENT

SENIOR ADMINISTRATIVE ASSISTANT TEACHERS STAFFING

£10,101–£11,160 pa including London Weighting

The successful applicant will direct, co-ordinate and supervise the work of nine officers in the Teachers Staffing Section of the Education Department, dealing with the administrative work connected with the recruitment, appointment, resignations, conditions of service, promotion, in service training etc, of teachers throughout the Authority's schools. Candidates should possess a degree or relevant professional qualification and show the ability to lead an important area of professional administration.

This is a re-advertisement – previous applicants will be re-considered.

Please quote reference: ED 762. Closing date 31.3.1983. Application forms and further details are available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, Ealing W5 5SU. Tel: 01-579 2424, Ext. 2614.

THE SCOTTISH SPORTS COUNCIL

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Salary Scale: £9,808–£12,237

Contributory pension scheme.

Full particulars and application form obtainable from The Secretary (AD) The Scottish Sports Council 1 St Colme Street Edinburgh EH3 6AA Tel: 031-225 8411

Closing date for applications is 8 April 1983.

DIRECTOR

TECHNICAL AND VOCATIONAL EDUCATION PROJECT 14-18

Subject to the Manpower Services Commission's approval of the Local Education Authority's bid for a Pilot Project scheme within the New Technical Education Initiative, it is intended to appoint a Director at the earliest possible date.

The Director will be responsible to a Management Body instituted by the Local Education Authority, and will operate the Centre for Education and Industry. This Centre will develop and operate the Project, partly through a series of Panels whose membership will include representatives from Education, Industry, Training and Commerce. Specific responsibilities will be for Staff Training and Development, Curriculum, Industrial links and Research/Evaluation.

Teaching will be provided in a small number of existing schools or colleges, aided by extra funding from the Manpower Services Commission.

This is an exciting opportunity to contribute to a major new direction in the education of 14-18 year old students. Key qualities will be sympathy for the concepts of the project, leadership and liaison skills, and experience of some aspects of industry, careers, technical/technological education, business studies, the personal and caring services.

The post may be offered on a secondment or short term contract basis, at a salary which will be negotiable (not less than £15,249 pa)

Further details, and a job description are available from:-

The Chief Education Officer, Personnel Branch, Education Offices, Margaret Street, Birmingham B3 3BU.

Applications should be submitted within 14 days of the appearance of this advertisement.

BIRMINGHAM CITY COUNCIL

GRAMPIAN

ASSISTANT DIVISIONAL EDUCATION OFFICER

Based in Divisional Education Office, Keith, Banffshire, should have suitable teaching and/or educational administrative experience. Responsible to Divisional Officer for day-to-day administration of the Education Service within Banff/Buchan Division. Salary scale £12,183 to £13,128.

Further particulars and application forms from Director of Manpower Services, Woodhill House, Aberdeen AB9 2LU. Closing date for applications 30 March. Quote Ref: 152/83T.

GRAMPIAN REGIONAL COUNCIL

Leicestershire

ASSISTANT EDUCATION OFFICER

(SCHOOLS) PO2(5) £11,859 - £13,116

This interesting and demanding post (vacant on promotion and available 1st June or as soon as possible afterwards) covers a varied range of work in schools and in the office and is open to graduates with good teaching and LEA administrative experience.

Applications are also invited from those who, although without LEA administrative experience, have teaching experience at Head of Department level or above.

Please send SAE for further particulars.

Casual user car allowance. Assistance with removal expenses in approved cases.

Apply (no forms) giving full details, curriculum vitae and names and addresses of two referees and enclosing SAE to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 7th April.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability

ADMINISTRATION LEA

continued

CROYDON

LONDON BOROUGH OF CROYDON

EDUCATION DEPARTMENT

CROYDON CAREERS AND TRAINING SERVICE

CAREERS OFFICER (EMPLOYMENT AND TRAINING SERVICES)

Letters of application are invited from qualified Careers Officers, including those recently completing courses with a Diploma in Careers Guidance for the post of Careers Officer. The salary grade is AP4 (£7,470 - £8,142) including London Weighting and an essential car users allowance payable.

His or her duties will include work in schools and colleges outlining new training and employment opportunities.

Further information may be obtained informally by telephone from Cliff Webber, Principal Careers and Training Officer, Tel. 01-686 4433.

Written applications should include the names and addresses of two referees, and be addressed to Director of Education, (PPO) Taberner House, Park Lane, Croydon, Surrey CR9 1TP.

Closing date 25 March 1983. (57762) 480000

STAFFORDSHIRE

EDUCATION COMMITTEE
H.M. PRISON - DRAKE HALL
EDUCATION OFFICER

Applications are invited for the above post which is available from 1st September 1983.

Salary: Head of Department II, £11,406 to 12,864 per annum.

Application forms and further details are available from the Chief Education Officer, Further Education Section, Education Offices, Tipping Street, Stafford ST16 2DH, to be returned by 8th April, 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (19654) 480000

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND RECREATION

PROPERTY OFFICER
(£10,668 - £12,771 inc.) plus Casual User Car Allowance

Applications are invited from suitably qualified officers for this senior post in the Operational Services Division. You will be responsible for the preparation of development proposals, building programmes and capital estimates relating to the education, leisure and libraries services, and for the co-ordination of administrative and financial arrangements for the provision of supplies and residual transport function.

It is important that candidates have had experience at any appropriate level in buildings and development work in Education and Recreation Services and/or have an understanding of the needs of educational institutions.

Application forms and details obtainable from the Director of Education and Recreation. (Ref 4/JH). Tel: 01-546 2121, Ext. 2316, to be returned not later than 5th April 1983. (57778) 480000

NORTH YORKSHIRE

COUNTY COUNCIL
CAREERS OFFICERS (FOUR POSTS)
£5,073 - £7,545 (£6,873 after 2 years' experience) (AP3/4)

North Yorkshire County Council is expanding its Careers Service - four additional Careers Officer posts have been added to the establishment to deal with pupils within the whole range of secondary education. Three of the posts are expected to be based in the Area Offices at Scarborough, Skipton and Northallerton with an additional vacancy to be located in the southern part of the County following a reorganisation of existing Area Offices.

Applicants should possess relevant qualifications (Diploma in Careers Guidance, etc) training or experience in the Careers Service. Current driving licence required.

Application forms (to be returned by 8 April 1983) and further details from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. (19640) 480000

REDBRIDGE TECHNICAL COLLEGE
Little Heath, Romford RM6 4XT
Tel: 01-599 5231

Required from June, 1983 a

CHIEF ADMINISTRATIVE OFFICER

to be responsible for all Clerical and Administrative services in the above College.

Salary NJC SO2 £10,101–£10,668 (inclusive of London Weighting)

Application forms and further particulars may be obtained from the Principal at the above address.

NATIONAL UNION OF TEACHERS

ASSISTANT ADMINISTRATIVE OFFICER EDUCATION DEPARTMENT

Applications are invited for the above vacancy in the Education Department. The successful candidate will be involved in assisting with the preparation of papers, draft policy statements and other documentation on matters of current educational research and assessment and testing at national and local level. The AAO will also be required to monitor the work of the Manpower Services Commission in the field of youth training, to monitor the work of the Assessment Performance Unit. The AAO will be responsible to the Senior Official of the Union's Education Department.

A knowledge and understanding of the education system of England and Wales is essential, while teaching experience would be an advantage. Applicants need not necessarily have experience in the particular fields of education mentioned above.

Salary: £7,284–£8,679 inclusive of London Allowance. (Appointment will normally be at the minimum of the scale.) LVs of 60p per day, four weeks annual leave, plus generous leave at Bank Holidays. Compulsory contributory superannuation scheme.

Application forms and job description are available from: Senior Official (Admin), National Union of Teachers, Hamilton House, Mabledon Place, London WC1H 9BD. Tel: 01-387 2442 Ext. 16. Closing date for receipt of application forms is Friday 8th April, 1983.

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
Certificate of Secondary Education

DEPUTY SECRETARY

Applications are invited for this second tier post within the Board. Applicants should have good academic qualifications, administrative and teaching experience together with a knowledge and understanding of CSE and 16+ examinations.

The salary will be in the range of £13,116 to £14,676 (NJC scale, points 46 to 50).

Further details and application form may be obtained from the Secretary, Associated Lancashire Schools Examining Board, 12 Harter Street, Manchester M1 6HL, to whom completed applications must be returned not later than Monday, 11 April, 1983.

MANAGER

INFORMATION TECHNOLOGY CENTRE

£12,174–£14,058

The Kent County Council and Marconi Avionics are jointly sponsoring an Information Technology Centre, to be established in the Medway area. The aim of the Centre is to help unemployed young people gain work experience and training in the area of new technology. Forty young people and eight adult staff will be involved in such fields as electronic component assembly, control systems, computer maintenance, digital techniques, word processing and teletext editing. We are seeking a person, male or female, with proven managerial experience, a capability in both hardware and software, and a knowledge of production and marketing techniques to supervise and manage the Centre.

Interested? If so write for a job description and application form, returnable by 31st March, 1983 to the County Education Officer (F4), Springfield, Maidstone, Kent ME14 2LJ. (Please enclose s.a.e.)

SLOUGH AND DISTRICT CITIZENS ADVICE BUREAU

ORGANISER

The present full time Organiser is due to retire after 14 years, and the Bureau is seeking a replacement. The Bureau is looking for a person with organising abilities and a forward looking approach. The job is a challenging one in a town where a significant proportion of the population belongs to ethnic minorities.

Salary from £7,128, according to age and experience (AP4/5, plus Inner Fringe Allowance). For application form and details, phone the present organiser on Slough 28933, or write to the Organiser, Citizens Advice Bureau, 35 Bath Road, Slough SL1 3UF. Completed forms to the Chairman by 9th April 1983.

R.C. DIOCESE OF BRENTWOOD

EXECUTIVE SECRETARY

TO THE DIOCESAN EDUCATION COMMISSION

£12,999 – £17,035

Applications are invited for the above post from committed Catholics with an informal interest in all branches of Catholic education. The appointment will be of interest especially to those who have experience of working for or negotiating with local authorities at a high level.

Further details will be supplied on application to The Chairman, 1 Grove Crescent, London E18 2JS. Closing date 3 weeks from today.

ADMINISTRATION
continued

WEST SUSSEX

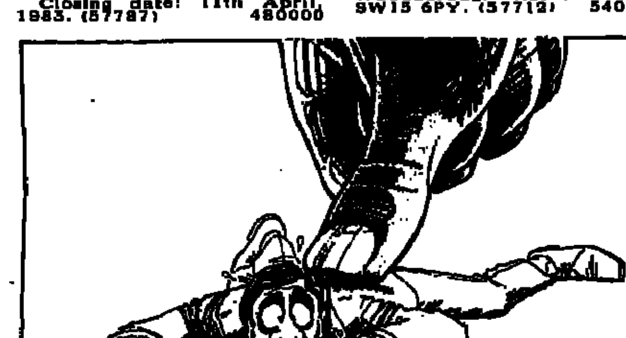
TRAINEE CAREERS OFFICER
Applicants should be graduates or possess equivalent qualifications, also be able to provide evidence of industrial or commercial experience.
The successful applicants will be expected to have or obtain a place on the Diploma in Careers Guidance course, preferably at Bristol Polytechnic commencing 1983.
It is hoped to be able to employ the successful applicant for a period of acclimatisation prior to commencement of the course.
Salary (trainee): £4,719 - £5,208.
Further details and application form from Mrs. S. Oxley, County Careers Office, County Hall, Chichester PO19 1RP. Tel. Chichester 777784.
Closing date: 11th April, 1983. (57787) 480000

Child Care

LONDON SW15

HOUSEMISTRESS required in April for day school, girls and little boys. Duties include non-teaching supervision and care of pupils outside the classrooms. Good accommodation available. Salary according to experience & qualifications.

Write with full curriculum vitae and references: Headmistress, Putney Park School, Woodborough Road, London SW15 6PY. (57712) 540000



So where has talent, ambition and hard work got you so far?

It happens to the best people. No matter how much effort and talent you put into your job, no one seems to notice it. Let alone reward it.
Not so at Hambro Life. A company where good people get promoted and enjoy the rich rewards that come with good results.
We are Britain's largest unit-linked insurance company.
You'll deal with a wide product range which helps people with their future financial security. You'll receive top-class training and the backing of the finest administration.

Working for yourself
At Hambro Life you'll be self-employed. So your rewards are directly related to your efforts. Naturally, it takes ambition, self-motivation and drive to respond to this challenge, but for once, you'll be paid what you are worth.

No experience necessary
How much will you earn? It's up to you. Last year over 450 of our Sales Associates earned in excess of £15,000. And many of them had no previous selling experience. Far more important than age, sex and background, and even education, are the qualities of determination, drive and enthusiasm. If you think you could succeed as a Sales Associate and live in North Sussex, Surrey, N.W. Kent or South London ring 01-843 8707 for an appointment.

Hambro Life
Britain's largest unit-linked insurance company

These opportunities are open to both men and women.

Education Psychologists

ST. HELENS
EDUCATION COMMITTEE

TEMPORARY TRAINEE EDUCATION PSYCHOLOGIST

Applications are invited for this post from experienced teachers with a good Honours degree in Psychology who have obtained a place on a recognised post-graduate training course for the academic year 1983-4. Salary will be according to the scale for Assistant Educational Psychologists, i.e. Burnham Scale III Points 4 - 9.

Application forms and further details are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned. Closing date 5th April, 1983. (65854) 560000

Librarians

DORSET

SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DX

LIBRARIAN - TUTOR

Applications are invited for the above post which becomes vacant on 31st July 1983.

Candidates should be Chartered Librarians and preferably Graduates with teaching experience or qualifications. Extensive experience in the administration of an appropriate library is essential.

Salary Scale £6,855 - £11,022 Burnham Lecturer (Grade II) or N.J.C. conditions of Service.

Further details and an application form available from the Principal, to whom completed application forms should be returned by Wednesday, 30th March 1983. (67364) 620000

Miscellaneous

CAMBRIDGE

AUDIO-VISUAL TECHNICIAN - for first line maintenance and development of A/V systems. Initially part-time. Interest in video production essential.
Apply Bursar - Bell School of Languages, Cambridge 247242. (57517) 660000

DORSET

DORSET INDUSTRIAL MUSIC SERVICE

Applications are invited from QUALIFIED TEACHERS for the full-time post of Peripatetic violin/viola teacher for Western Dorset from 1 September 1983.

Duties include tuition in Schools, recitals and encouragement of instrumental ensembles at all levels. Group tuition methods are essential.

Salary will be Burnham Scale 2.

A car is essential.

For application form (returnable by 6 April) and further details send foolscap SAE to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ. (57731) 660000

LONDON

ACADEMIC PRESS require a Production Supervisor to take charge of a small busy unit. Experience of scientific or technical books is essential and a science degree preferred as the post involves close liaison with authors. The ability to work under pressure is required together with good organizational ability.
Please apply in writing to Patricia Scott, Personnel Manager, Academic Press Inc (London) Limited, 24 - 28 Oval Road, London NW1 7DX. (58070) 660000

A SALES CAREER with Sun Life Assurance Company of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice. Phone Mr. D. Pearson on 01-930 5400 or write 2/4 Cockspur Street, London SW1Y 5BH. (55178) 660000

HOME TUTORS, spare time, required, North London, all subjects. Tel: 01-659 7593 evening. (57617) 660000

SOVA

Requires part-time Co-ordinator for

LITERACY/NUMERACY SCHEME

£11.00 per hour - 8 hours per week

SOVA (The Society of Voluntary Associates), is a voluntary organisation which recruits, trains and promotes the work of volunteers with offenders, ex-offenders and their families.

We are seeking a Co-ordinator to run our Literacy/Numeracy Scheme. The scheme is funded by ILEA and covers the Inner London Area.

The responsibilities of the Co-ordinator will include:- the recruitment, training and support of volunteer tutors, dealing with referrals and liaison with the Probation Service and Education Departments.

Applicants must be qualified teachers, and able to demonstrate experience of working with adults, teaching literacy and basic numeracy.

Applications should be made in writing to: Sova, 240 Clapham Road, London SW9 0PZ. (Include C.V.) by 5 April 1983.

For further information on SOVA Literacy/Numeracy Scheme, contact Kate Davis or Barbara Stephens at Sova - Tel: 01-735 4421. (65967) 660000

Wanted: Experienced Life & Social skills Tutor for in-company UVP Scheme.
Contract work (one day per week) in Harrow-on-the-Hill area. Contact Minerva at High Wycombe (0494) 445383. (55434) 660000

PHYSICAL Educationalist, with administrative ability, required for part-time position in June and July, 1983. The work would particularly suit a single man or woman. Ability to drive is a necessity. The position would be essentially administrative in a wide range of schools and would ideally suit someone in the South West.
The potential also exists for a year of employment commencing in September 1983 for someone willing to travel and meet people throughout the country.
Further details from School Financial Advisory Services Ltd., 9 Harmer Green Lane, Digswell, Welwyn, Herts AL6 0AY. Tel: 043871/7510. (57641) 660000

Outdoor Education

DEVON

SKERN LODGE OUTDOOR CENTRES

Check our reputation against any "Adventure" centre in North Devon and the rest of Britain.

FREE PLACES: 1 Staff to 8 pupils.

VALUE: Many School Groups returning for the Sixth Year.

SMALL GROUPS: 1 Instructor to 8 pupils or less.

BEST EQUIPMENT: No sharing nor doubling up.

QUALIFIED STAFF: DES Teachers, BCU, RYA etc.

WIDE CHOICE: Your own planned activity programme.

BACK-UP: Exciting bad weather alternatives.

NO GIMMICKS: No 'looks good on paper' activities.

SPECIAL PROGRAMMES: Field Studies, Handicapped, Advanced, Self Catering, D of E etc.

GOOD ACCOMMODATION: It's our home too: HOME COOKING: Lots to eat.

HOME COMFORTS: Separate rooms for staff with sun bed.

PERSONAL SERVICE: Write to Martin and Cherry Robinson, Skern Lodge Centres, Watertown, West Appledore, Bideford, South Devon EX39 1NG. Tel: 02372 5992. (03739) 680000

DYFED

TY ISAF ACTIVITY CENTRE
Ideally situated in the Brecon Beacons National Park in an area of outstanding geological interest and beauty. Full-time centre for Field Studies, multi-Activity Adventure weeks, U.V.P. & N.T.I. training schemes, and courses for industry. Courses planned to suit your requirements through liaison with resident instructors. Activities include canoeing, climbing, caving, riding, orienteering etc. C.E. accommodation. Excellent food. Lecture/Assembly rooms. A.V. equipment. Free places for Leaders.
I.L.E.A. approved.
Details from B. Edmunds, Ty Isaf Activity Centre, Trapp, Llandeilo, Dyfed. Tel: 05588 22444. (59586) 680000

University of London
University Entrance and School Examinations Council
General Certificate of Education Examination

The Council invites applications for the following appointment:

Moderator from August 1983

HISTORY

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience at school, college or University level. Examining experience essential.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 20 April 1983.

HOUSEPARENT VACANCY

Rewarding post for go-ahead imaginative staff in exciting project. Self-contained flat for training minimally handicapped young autistic adults towards independence. Teacher training regarded and paid as relevant qualification on equivalent of N.J.C. Scale and conditions. (Range 11–16 – £4,428–£5,180 per annum, depending on age, qualifications and previous experience and additional sleeping-in allowances). Hours mostly 7–9am and 3–9pm. Some weekends free and normal school holidays. Live out, but some sleeping-in duties required. Clean driving licence an advantage.

Apply in writing only to: Principal, The Helen Allison School, 29 Overcliffe, Gravesend, Kent DA11 0EH giving curriculum vitae and 2 references. Please enclose s.a.e.

BUSINESS EDUCATION
To £10,000

Opportunity for an ambitious teacher/lecturer to enhance his/her experience in a dynamic business environment. The Institute of Grocery Distribution provides an extensive source of research, information and business education to companies in food manufacturing, wholesaling and retailing.

Could you take responsibility for developing and managing new business education programmes for major companies in the food industry?

The successful applicant will probably have:
* Masters degree in a business discipline
* Marketing flair
* Ability to communicate effectively with senior management.

Apply with c.v. to Barrie Clarke, Institute of Grocery Distribution, Letchmore Heath, Watford WD2 8DQ. Tel: Radlett 7141.

NORFOLK
EDUCATIONAL PSYCHOLOGIST

Salary: Soulbury – Burnham £10,338 – £13,578

To join the team of the Central Area based at Norwich and to cover the full range of psychological work in schools and with pre-school children.

Applicants should have an honours degree in psychology, teaching experience and appropriate professional training.

Essential car user allowance payable. Removal expenses and lodging allowances paid where appropriate.

Application forms and further details on receipt of s.a.e. from the County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL to be returned by 7th April, 1983.

Directorate of Education and Recreation
(re-advertisement)

Principal Libraries Officer

£13,398–£14,655
plus essential user car allowance

This new post within the Directorate of Education and Recreation has responsibility for the effective management of the Library Service throughout the Borough. The Council now seeks applications from Chartered Librarians with management skills to fill this key post. Experience within the library service of a local authority would be an advantage, the post is located in pleasant new offices near to the river in Kingston upon Thames.

Application form and further details from Director of Education and Recreation (Ref: 4/NTS/JH), Guildhall, Kingston upon Thames, KT1 1EU, Tel: 01-546 2121, ext. 2316.

All previous applicants will be automatically reconsidered.

Closing date: 5th April, 1983.

ROYAL BOROUGH OF KINGSTON UPON THAMES

TEACHER REQUIRED
JUNCTION PROJECT

The Junction Project is an established Intensive Intermediate Treatment Centre in Lambeth. We are committed to working effectively with young offenders in the community as an alternative to custody or residential care.

We are seeking a qualified and imaginative teacher, preferably with inner-city experience, to join our multi-disciplinary team. The post offers considerable scope for someone who would enjoy working intensively with small numbers of youngsters and developing individual learning programmes relevant to their needs. The person appointed will be encouraged to develop their skills over a broad range of work including group work and counselling and must have a commitment to a team approach.

The salary is linked to Burnham Scale II.

Applications welcomed from all appropriately qualified and experienced people regardless of sex, colour, creed or disability. For an informal discussion, job description and application form please contact either Martin Farrel or Helen Edwards at the Junction Project, Northcote House, 97 Royal Street, London, SE1. Tel: 01-928 8264.

Closing date 1st April. Re-advertisement – previous applicants need not re-apply.

Save the Children

OUTDOOR EDUCATION
continued

DEVON

SKERN LODGE OUTDOOR CENTRE
Instructors needed a.s.a.p. Good pay, conditions and location.
Tel: 02372 5992. John Watson, Skern Lodge, Watertown, Appledore, N. Devon. (55416) 680000

GWYNEDD

PLAS YR ANTUR OUTDOOR ED. CENTRE
Fairbourne.
Wanted as soon as possible. Long term Temp. Instructor Qualified/Experienced to instruct Climbing, Canoeing and Mountain Walking. Basic salary plus full board and lodge.
Write with C.V. and details, or contact The Warden on (0341) 250282. (54318) 680000

KENT

ENVIRONMENTAL/ACTIVITIES INSTRUCTOR
Required at the ARETHUSA VENTURE CENTRE 1st September 1983.
The person appointed will be involved in teaching Environmental/Nature studies and canoeing to children of all ages.
The applicants should be single and between 23 and 27 years of age with clean driving licences. They should possess a B.C.U. qualification, preferably B.C.U. Senior Instructor, and the R.L.S.S. bronze award.
Salary negotiable but commencing at £4,750.00, according to qualifications and experience.
Accommodation available.
For further details write to: The Warden, Arethusa Venture Centre, Lower Upnor, Rochester, Kent. (19591) 680000

MINERVA OUTDOOR VENTURES. Experts in courses for schools, colleges, YOP & NTI. Our 2 farmhouse centres in the Brecon Beacons can cater for 40 people each. Courses are designed to your requirements - Canoeing, Rock Climbing, Caving, Pony Trekking, Archery, Orienteering, Drama, Role Play with Video & Pottery are some of the activities we use. Friendly safe atmosphere in small groups. Contact us for more details and possible pre-course visit to centres. Special Autumn Weekend courses, Friday to Sunday from £39 including travel. Booking forms and school enquiries from Mike Cleave, Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe, Bucks. Tel: (0494) 445383. Industrial trainees, YOP & NTI enquiries - Harvey Peters Tel: 0639 730757. (51489) 680000

POOLE & DORSET

POOLE AND DORSET ADVENTURE CENTRE
Require as soon as possible a permanent instructor who is interested in working with young people of all ages in a positive way. Activities undertaken are, canoeing, rock climbing, expeditions, swimming and camping. Must be over 25 years of age with a clean driving licence and single. Accommodation available with full board. Salary: £3,500.
Further details from the Director, Poole and Dorset Adventure Centre, Hercules Road, Hamworthy, Poole, Dorset. Closing date for applications 21st March 1983. (57381) 680000

SNOWDONIA

LLANBERIS - Outdoor Activity Courses available. MOUNTAIN VENTURES LTD., Bron House, Greenhill Road, Liverpool L18 7HQ (051-724 3139). (64641) 680000

SOMERSET

MILL ON THE BRUE
New activity centre at lovely old family farm with working Watermill. Ideal for historical, ecological & field studies. Use of grass skis & lift, assault course, archery, fishing & shooting nearby, BMX bikes with grass track. Farm animals to feed & care for. 30 children + 4 staff sleep in farmhouse & miller's cottage. Weekends & 4 days (Mon to Fri) available June/July. Self catering or full board.
Mrs. W. Stingler, Gants Mill, Bruton, Somerset. Tel: (074981) 3589 or 2307. (19711) 680000

SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field Course, Outdoor Pursuits - Coastal and Moorland. Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.
Contact Dept D7. Tel: 054-885 227. (04252) 680000

YOP/UVP Residential Courses. Telephone 0639 730757 for details of Minerva's South Wales Centre. (95166) 680000

HIGH ADVENTURE.
Pace Training Courses provide an exciting challenge. We are the medium of the outdoors to promote personal and social development. Based Teesdale. Esp. suited M.S.C. and I.T. High staff ratio.
Contact Pace, 13 The Oakes, Sunderland Tel: (0783) 654139. (19513) 680000

RESIDENTIAL ACTIVITY/FIELD STUDY COURSES
For Groups up to 24 inclusive. Return transport.
North York Moors Outdoor Centre, Osmotherley, Northallerton DL6 3PE. Tel: 060983 571. (64744) 680000

Required as soon as possible to instruct outdoor activities, SI canoeing essential. MLC preferable. Good accommodation and pay.
Further details Kel Grores, Squilver Activity Centre, Ratlinghope, Shrewsbury. Linley (058861) 347. (65572) 680000

CORNELYN MANOR
RESIDENTIAL COURSES

The ideal venue for Youth Training Scheme residential courses.

Accommodation for up to 30 students and accompanying supervisors.

Fully-equipped to provide all aspects of a demanding outdoor experience; sailing, rock climbing etc.

Well qualified staff with particular experience in management training and youth work.

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English as a Foreign Language

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Summer 1983

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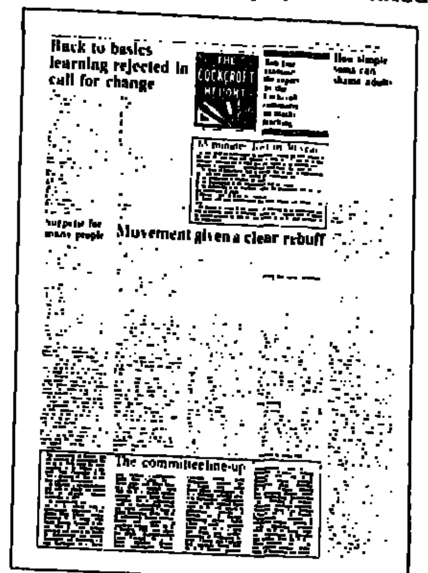
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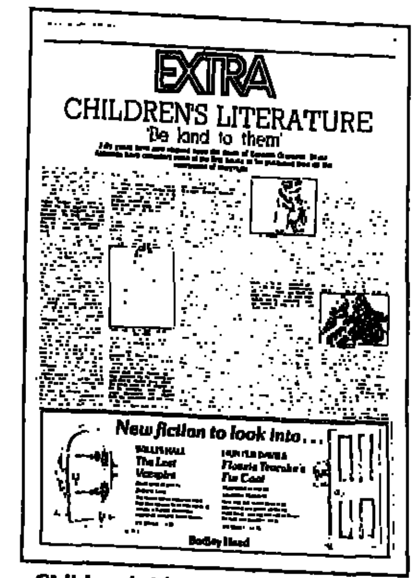
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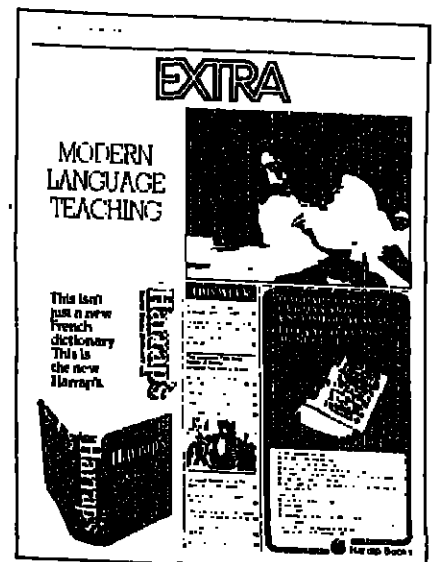
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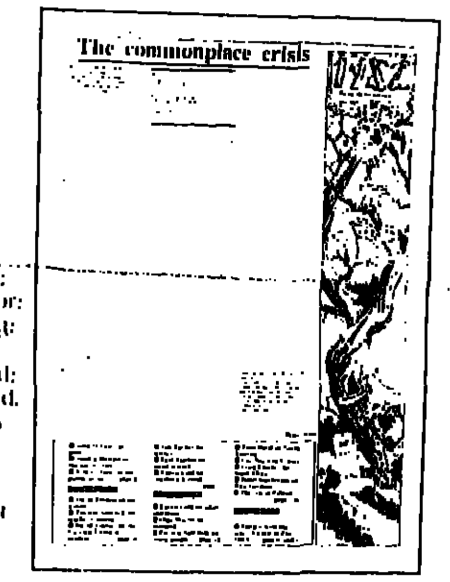


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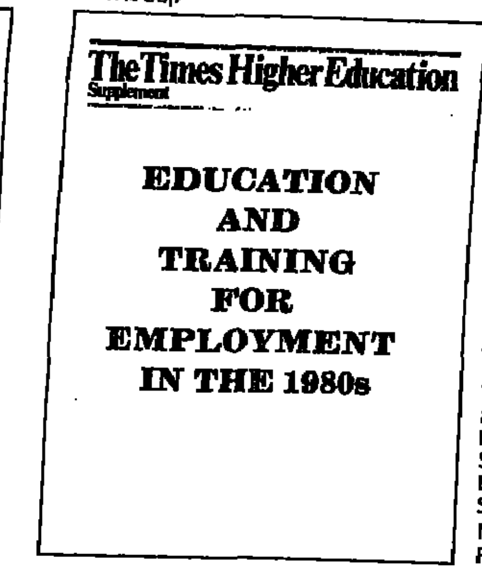
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